

The BUSINESS EDUCATION World

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CONTENTS

NOV 4 1939

Businessmen Demand—ór Do They?.....	Blake W. Spencer	179
The Story of Shorthand.....	John Robert Gregg	182
Are Personality Qualities Inherited?.....	Louis P. Thorpe	186
Pick Your Job and Land It!.....	Sidney W. Edlund	189
Typing Teachers—Athletic Coaches.....	Harold H. Smith	192
Tests on Business Forms.	V. E. Breidenbaugh and Milton Briggs	196
A Schoolma'am Learns About Business.	Wera G. Mitchell	197
Vocational Vocabulary Letters.	Harm and Pauline Harms	200
A Guide to Learning in Economic Geography.	Ladd E. Prucha	201
Economic Geography Series. Edited by Douglas C. Ridgley		
What Is a Course in Clerical Practice?.....	E. J. McLuckie	205
Practical Pointers on Word Division.....	Willam R. Foster	209
Practical Aspects of Commercial Law.....	R. H. Ball	211
How to Prepare Your Radio Program....	Dorothy M. Johnson	213
The Operation of a Business Machine Project.	Albert Stern	215
Wondering and Wandering	Louis A. Leslie	219
Business Teachers Versus Business.....	Paul S. Lomax	222
Department for Administrators. Edited by Harl Douglass		
B. E. W. Bookkeeping Project.....	Milton Briggs	226
Re-Placement of General Business Training....	Harold Fasnacht	229
On the Lookout.....	Archibald Alan Bowle	232
The Club Ritual for Initiation.....	Robert H. Scott	235
The Lamp of Experience.....	Harriet P. Banker	237
Consumer Education News	Ray G. Price	241
The Successful Salesman	C. W. Cox	244
Suppressio Veri, Expressio Falsi.....	William E. Haines	245
There's More Than News in a Newspaper.....	Mae Walker	247
Motion Pictures for Business Education....	Lawrence Van Horn	253
Your Professional Reading.....	Marion M. Lamb	254
Shorthand Dictation Material.....	The Gregg Writer	259

VOL. XX
NO. 3
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NOVEMBER
1939

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The **BUSINESS** **EDUCATION** *World*

XX

NOVEMBER, 1939

No. 3

Businessmen Demand—or Do They?

BLAKE W. SPENCER

SO far as business education is vocational in nature, it is axiomatic that it should meet the demands of business if the students are to be successful in obtaining satisfactory employment.

In order to find out what businessmen want in the way of proficiency in the skills, as well as in other desirable knowledge and abilities, numerous national and local surveys have been made. Other important surveys are now in progress.

Many published reports of follow-up studies of commercial graduates have pointed out the shortcomings in the training of those placed in positions in the business world. Businessmen without number have addressed groups of commercial teachers at institute sessions or have made contributions to yearbooks and other publications, and in doing so have expressed their convictions as to what business education is necessary to train adequately for commercial positions.

Special studies have been made, giving us information along special lines, such as the relative importance of personality traits as compared with business knowledge, or degrees of proficiency in the skills—even down to an exact percentage basis!

From all these sources we should now have precise knowledge as to what business-

men demand in the way of adequate training for pupils in the commercial departments of our schools—but do we?

With all our surveys, studies, and reports, however, there appears to be little specific agreement as to what business demands. For example, a recent writer states that the average businessman does not care how accurately and rapidly a student can type straight copy in a 10- or 15-minute test. On the other hand, some placement bureaus are so convinced that businessmen want specific rates of typing that they specify anywhere from 55 to 60 words a minute, measured on such tests, as a basic rate of typing before



BLAKE W. SPENCER

they will consider candidates for placement as typists.

Who is correct? Or, to put the question in another way: Do we have enough information to draw any conclusions as to what type of education and how much of it businessmen demand?

Let us examine typical samples of the evidence available. A personnel consultant recently stated that he had submitted identical letters to business executives with the request that the letters be rated as to whether or not they would be acceptable as mailable, mailable with corrections, or not mailable unless rewritten. He found no agreement

among the executives as indicated by their ratings. A state superintendent of public instruction, who called a group of bankers together in order to find out just what the schools should teach about banks and banking, stated that the bankers were unable to agree upon any single element in such a program of instruction.

All of us recall institute addresses in which a banker, for example, suggested certain essentials that the schools should teach in preparation for business—and at the next institute session a representative of some other firm, such as a public-service corporation, told us that business demands something quite different.

One personnel manager, in talking to the pupils in the commercial department, says that no specific commercial training is necessary, that all that is necessary is that pupils be trained to be reliable and to assume responsibility, and the firm will take care of the balance of the training. Another personnel manager, talking to the same group, urges much training in bookkeeping, typewriting, and shorthand.

Who of us has not had the experience of hearing an employment manager urging training in the "cultural" subjects, in "learning to think," and leaving the balance of the training to the firm, only to learn later that that same man, when he needs another office recruit, calls the placement service and asks for someone with specific commercial skills?

This same lack of agreement is evident from another source. Each term, at the University of California, some students elect to work on a field project in connection with commercial teacher training courses under my direction. A favorite subject for this project is a personal survey of various firms in the San Francisco Bay area, to find out what type of training the businessmen prefer that the commercial department should give.

Of course, there is some agreement relative to the desirability of more knowledge of the "fundamentals" of arithmetic, penmanship, and English, including spelling. Likewise there is general agreement that personality, including the ability to get along with other people, is very important. Up to the present time, however, there has been no

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information that would give us any very helpful idea as to the specific type of personality that is necessary for any particular position.

The replies, as they relate to specific skills, are as divergent as the information from the other sources of information to which reference has already been made. One firm asks for accuracy and reliability and reports that it is not interested in speed. The next one outlines a very definite requirement, such as a minimum of 60 words a minute on the typewriter. The greater the number of these reports studied, the more one realizes the futility of attempting general conclusions.

Perhaps we shall have more definite information as we begin to obtain the results of the valuable study now being conducted in co-operation with the National Office Managers Association. Even after this study has been carried to its conclusion, however, we shall need to keep in mind that business will absorb many pupils with some commercial training who do not come up to the standard suggested.

What commercial teacher has not learned of positions obtained in the business world by former pupils whom the teacher considered to be well down in the lower quartile of the class group? Or what placement service, having failed to place candidates because they did not meet their standards for placement, has not learned later that the candidates obtained business positions on their own initiative? True, many of them obtained these positions through family connections or through friends, but the fact remains that they did obtain positions. Business has absorbed them, even though they did not meet the "demands of business" as the agency or the teacher had conceived them.

In short, it is evident that the range of the demands of business is as wide as the individual differences about which we hear so much in every course in education. Probably it can also be said that there is a "norm" here as well as in other lines.

I recall asking a personnel manager of a large concern to talk to the pupils in the commercial department about desirable training for business for a person sixteen or seventeen years of age. His talk could be summed up by stating that he could place any type of personality or any degree of training in the commercial skills provided he had a little time to adjust the person to the various likes and dislikes of the department heads in the firm.

When we check up all the former pupils who have taken work in our commercial departments, can we not make the same general statement about the group as a whole?

We realize, of course, that the greater the amount and the finer the quality of training, the better the chances for placement and advancement; but let us not overlook the fact that some pupils of less than average training or ability are finding employment in the business world.

What, then, is the point of this discussion as it relates to business education? Just this: that there are as many demands of business as there are businessmen making demands, which gives us wide possibilities for placement, provided we know from firsthand information just what it is that particular businessmen demand.

In short, a local placement and follow-up service, which keeps careful records of what each employer wants with reference to skills, information, personality, or general ability, is the only adequate guide for training purposes in commercial work.

L. H. BRACKHAGE has joined the faculty of Western Illinois State Teachers College, Macomb, as instructor in stenography and retailing. He will have charge of Lewis Toll's classes while Mr. Toll is studying for his doctorate at New York University.

Mr. Brackhage holds degrees from Kansas State Teachers College, Pittsburg, and the School of Commerce, Denver University. He has headed the commercial departments of three high schools (Blackwell, Oklahoma; Sterling and Ellsworth, Kansas) and has taught in St. John's Junior College, Winfield, Kansas, and Sterling College, Sterling, Kansas.

CECIL PUCKETT, head of the department of business education of the University of Denver, has been given the additional title and responsibilities of director of admissions and placements for the entire university. This new appointment also places him under the executive board of the institution.

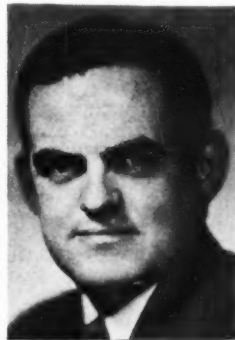
His many friends, who are congratulating him upon this substantial promotion, sincerely hope that his new activities will not take him away eventually from his chosen field of business education, in which he has been doing outstanding work.

JOHN DEWEY'S eightieth birthday fell on October 20. It found him in full command of his great intellectual faculty, young in spirit, and enjoying excellent health. Within

the year, his great work *Logic, The Theory of Inquiry*, came from the press.

John Dewey is recognized as one of the two or three most important thinkers America has yet produced. It is said that no other three books have exerted so much influence on educational thought and practice in this country as have his *School and Society*, *How We Think*, and *Democracy and Education*.

MILBURN D. WRIGHT has accepted appointment to the faculty of San Jose (California) State College as an instructor in commerce. Mr. Wright had taught in Fresno Technical High School since 1936, and before that for four years in Madera High School.



Mr. Wright holds degrees from Fresno State College and the University of California and is doing further graduate work in the latter institution. He has been vice-president and president of the Federated Business Teachers, Central California Section, and was elected president of the Fresno City Teachers for 1939-1940.

The Cursive Principle in Shorthand Eclipses All Other Issues

The Story of Shorthand—Continued

JOHN ROBERT GREGG, S.C.D.

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I

AS stated in the instalment in our last issue, Mr. Pocknell believed that the Shorthand Society would enable him to exploit the "vowel-place-indication" theory on which his system was founded. The actual result was that, while Mr. Pocknell and his supporters demonstrated very conclusively the weakness of the older systems in the expression of the vowels by disjoined dots and dashes—which were generally omitted—they did not succeed in convincing many people that the remedy lay in the mere indication of where a vowel occurred. Those who discussed the question pushed the matter to its logical conclusion by advocating joined vowels, which would show not only where the vowel occurred but what the vowel was.

The discussions, too, could not be confined to one phase of shorthand construction—that would have been too monotonous—and currents of thought were set in motion that swept the proceedings of the Society beyond the control of Mr. Pocknell. The wonderful progress of the cursive theory of shorthand in Germany and other countries had been emphasized by Mr. Thomas Anderson in his *History of Shorthand*, and more definitely in a paper on "The True Theory of Shorthand" read before the Society and afterwards published in pamphlet form. As time went on, the discussions of this principle dominated the meetings of the Society, and developed a spirit of inquiry and experimentation that resulted in more systems on the cursive basis being published in Great Britain and America within the following decade than in all the previous history of the art.

Disappointed and embittered by the failure of his system, Mr. Pocknell gave up the

fight and retired to Exeter to pass his remaining days. Without his vigorous backing and influential reporting and press connections, the Shorthand Society soon passed from the scene. Its last meeting was held on June 26, 1894.

2

Another factor in the awakening of interest in shorthand systems and in the principles of shorthand construction at that period was the publication, in serial form in 1881, and in book form a year later, of Thomas Anderson's *History of Shorthand*, in which was included his address to the Shorthand Society on "The True Theory of Shorthand."

In the beginning of his chapter on the "Present State of English Styles," Mr. Anderson stated the conditions that then existed. He said:

The practice of the Art is at any rate confined to a comparatively small number of our fellow subjects, which ought not to be the case if we only consider its inherent utility, and the many benefits attendant on the proper cultivation of it. Of course, it may be alleged that it is to the want of application in the learner that such regrettable results are due; but that allegation receives an answer only too convincing when it is shown that young men who have surmounted some of the most difficult elements of a liberal schooling have failed in this—signally failed—or, at least, have not derived any compensating advantage for the time and labor expended on this particular study. Why? Surely it will not be affirmed that to acquire, not expertness as a professional shorthand writer, but enough dexterity for everyday purposes, ought to be a more arduous task than is that of mastering Mathematics, Latin or Greek, French or German. As the case stands, however, it seems beyond dispute that, for a thousand pupils who set about learning one or the other of the ordinary methods of short writing, there are not, perhaps, four or five who arrive at anything like real proficiency.

"A legible Shorthand is the want of the age," says an observant journalist.

Says Professor Everett, of Queen's College, Belfast: "Persons able to write Shorthand form an extremely small portion of the community. This fact is surely an indication that existing systems have been found wanting in some of the qualities essential for general use."

Mr. Matthew Williams, F.C.S., says: "Few active-minded men have not at some time or another commenced learning Shorthand, yet how small a proportion of the beginners have done any more than make such a commencement."

Published in handsome book form, Mr. Anderson's *History* undoubtedly had great influence in quickening the interest in shorthand systems and shorthand principles. It was the first independent work of its kind; and although it was marred in places by a display of personal animosity toward Sir Isaac Pitman, whose system Mr. Anderson had used professionally as a law reporter for many years, there was no escaping the effect of its trenchant arraignment of the defects of Pitman's Phonography. The attention given in Anderson's *History* to shorthand systems in France, Germany, and the United States broadened the outlook of those interested in the scientific aspects of the art, as up to that time little or nothing about shorthand conditions in other lands was known to the public.

In his *History*, his *Catechism of Shorthand*, and *The True Theory of Shorthand*, Mr. Anderson set forth with great ability his reasons for believing that the shorthand of the future would be founded on the longhand slope, would incorporate the vowels in the outline, and would be free from shading and position writing. In support of his views about longhand as the true basis of the shorthand of the future, he emphasized the progress of the Gabelberger and Stolze systems in Germany and eastern Europe. In his *Catechism of Shorthand*, he said:

To make shorthand what it ought to be, it must follow the track of longhand writing, be all written on the one slope, and make no difference between thin and thick strokes, while describing accurately the vowels . . .

I believe that such a system would, in the course of a few years, effect a comparatively universal change, by the side of which the results attained by the Pitman plan in the course of the last fifty years would look anything but magnificent.

Considering the date at which it was written—1882—this was a remarkable prediction.

3

In 1882 an adaptation to English of the French system of Duployé was introduced by Mr. John M. Sloan. The vigorous campaign conducted on behalf of Sloan-Duployan Shorthand, coinciding as it did with the activities of the Shorthand Society and the other factors mentioned, soon brought the system question to the front in concrete form. Mr. Sloan, a Scotsman, had been impressed with the popularity of the Duployé system in France, where he had lived for several years. Later, when residing in Dublin, he wrote to the Abbé Duployé inquiring whether there were an adaptation of his system to English. Abbé Duployé referred him to H. M. Pernin, of Detroit, Michigan, who was then actively engaged in popularizing the Pernin-Duployan system. Mr. Sloan became agent for the Pernin adaptation and advertised it in the Irish newspapers. About a year later he published Sloan-Duployan Shorthand.

The claims made for the Sloan-Duployan system were highly sensational, in this respect closely resembling the claims made on behalf of Pitman's Phonography in its early days. Encouraged by the success of his efforts, Mr. Sloan established an office in London and appointed agents in various parts of the country. A journal was published, and a vigorous propaganda carried on by advertisements, circulars, posters, leaflets, and through newspaper controversies. As time went on, the system was changed considerably from the Pernin adaptation by the adoption of various principles of contraction, many of them suggested by Mr. George Baird in a series of articles published in the *Sloan-Duployan Phonographic Journal*.

That Isaac Pitman and Sons were greatly disturbed by the Sloan-Duployan agitation was evidenced by the numerous "reviews" of it in their journal, which were reprinted in pamphlet form and circulated wherever the Sloan-Duployan system was taught.

4

As might be expected, the introduction

in Great Britain of an adaptation of a French system stimulated some German residents of London to attempt the introduction of adaptations of their national (and rival) systems, Gabelsberger and Stolze. The claims made on behalf of Sloan-Duployan directed attention to the value of joined vowels, and the propaganda on behalf of the German systems brought into the foreground the cursive theory of shorthand construction. These two principles overshadowed all other issues in the proceedings of the Shorthand Society, and in the newspaper or magazine controversies that were then so frequent. Evidence of the progress that had been made toward the recognition of the cursive principle in shorthand is to be found in the fact that Henry Richter, the author of an adaptation of Gabelsberger's system to the English language, was elected president of the Shorthand Society in 1890.

Several other factors contributed materially to the awakening of public interest in shorthand principles and systems at that period. One of these was the first International Shorthand Congress, held in London in 1887, to celebrate the Tercentenary of Modern English Shorthand and the Jubilee of Pitman's Phonography. The proceedings of the Congress received world-wide publicity in newspapers and magazines for months—and, indeed, for years—preceding the event, and for long afterwards.

As Sir Isaac Pitman was called the "Inventor of Phonography," and as Phonography was the only system of shorthand generally known in England, he was commonly regarded as the inventor of the art of shorthand. Most people were surprised to learn that there were systems other than Pitman's, and were still more surprised to learn that systems based on entirely different principles had been as successful and popular in other countries as Pitman's was in English-speaking countries.

The last factor to be mentioned was one of the most important. Beginning with the memorable controversy in the *Bazaar and Mart* in 1882 (afterwards edited by Thomas Anderson and published in book form under the title "Shorthand Systems"), many

similar discussions developed in magazines, weekly publications, and daily newspapers. Nearly all the leading authors and shorthand authorities of that time took part in these controversies.

5

The result of all these discussions in the Shorthand Society and in the public press found expression in an announcement made in the annual report of the council of the Shorthand Society, in June, 1891. The report declared:

Whilst the Society, by its present rules, is prevented from recording, collectively, by resolution, any authoritative recognition of the principles to be followed by future constructors of systems, the Council think it desirable to endeavor in a few words to summarize the result of the discussions with regard to some important points in the construction of shorthand systems.

A preference on the part of the majority of members has undoubtedly been shown for the imitation of the longhand form of characters, as distinguished from what are usually called geometric signs. It has also been recognized that legibility is enhanced by writing connected vowels, or implying them in the outlines.

That last expression, "implying them in the outlines," was obviously a complimentary gesture toward Mr. Pocknell, the founder of the Society.

In the same year this item of news appeared in *Lloyd's Weekly News* (London), November 22, 1891:

Whilst the Shorthand Society has been debating the question of the principles on which the Shorthand of the future is to be based, the Stenographic Society of France has curiously enough made a pronouncement almost on the same terms as the conclusions stated in the last report of the English Society. Like their English confreres, they have left all their ancient practices, which were connected exclusively with geometric principles, entirely behind in their declaration in favor of the principles of cursive (running hand, script or graphic) shorthand with joined vowels and gradual, logic progression from the first or alphabetic stage of writing to final brief style.

The strength of the current set in motion by the events sketched was impressively shown by the numerous systems on the cursive basis, with joined vowels, that were published about this time, and the almost complete cessation of the attempts to construct geometric systems with disjointed

vowels. The old order had passed, giving place to the new.

6

Even Mr. Pocknell was swept away from his lifelong geometric affiliations and attempted to construct a new system on the cursive basis, to which he gave the title, "International Phonography." This system never appeared in book form, but Mr. Pocknell gave an exposition of it before the Shorthand Society on January 5, 1892. This exposition was published, with the alphabet and a brief specimen of the writing, in the next issue of the official organ of the Society.

Judging from the alphabet and specimen, International Phonography was about the poorest attempt at system construction, on the cursive basis at least, of which we have any knowledge. This is not surprising in view of the fact that Mr. Pocknell had used geometric shorthand professionally for most of his life.

In view of his previous militant advocacy of his own geometric system with its scheme for "vowel-place-indication," the exposition of Mr. Pocknell of his cursive and joined-vowel system is of more than ordinary interest to the student of shorthand history. He said:

I think there must be an agreement of opinion amongst those attending this meeting that all efforts towards the simplification of the art, whether successful or not, are being made in the right direction, and should be encouraged.

The German script systems, of which I desire to speak with the modesty that ought to accompany considerable ignorance, are, in my opinion, defective in their vowel notation. If I am correctly informed, a full complement of German vowel and diphthongal sounds will number eighteen—the same number as in English, but there is a difference in five or six of the sounds as between the two tongues. So far as I can discover, this number of vowel sounds is not fully provided for in the German methods, if we except Dettmann's American adaptation of Stolze.

Mr. Pocknell then declared:

One can quite see that to teach a system with a defective, or impracticable, vowel notation, must end in disastrous results to children who happen to have logical minds, as most of them have. The way out of this difficulty is to provide an abso-

lutely full vowel scheme giving to each sound its absolute sign, without position, shading, or other complication (except when standing singly as grammalogues); then the course will be plain and pleasant both for teacher and child.

Coming from one who so stoutly maintained for several years that the solution of the vowel problem was the "indication" of where "a vowel occurred," without writing an "absolute sign" for it, this last statement embodies a radical change in point of view on the part of Mr. Pocknell. It also shows that, notwithstanding his strong personal and system prejudices, he possessed a receptive mind. The emphatic indorsement of "efforts toward the simplification of the art" is equally significant.

This ferment over shorthand systems and shorthand principles in Great Britain had its repercussions in America. The protagonists of the various systems and of theories of system construction in England carried their discussions into the leading American shorthand publications of that time, *Browne's Phonographic Monthly*, the *National Stenographer*, the *Phonographic World*, and others. No one in America, however, appeared to take more than an academic interest in the subject of these controversies until Gregg Shorthand was published in America late in 1893.

Never in all shorthand history in any country was there greater intensity of feeling displayed over shorthand systems and shorthand principles than there was in the United States in the decade from 1895 (two years after the publication of Gregg Shorthand in America) to 1905. Compared to it, the doings in England in the preceding decade might be described as a mere tempest in a teapot.

(To be continued)

—♦—
AN increase of 25 per cent in the enrollment in vocational courses during the past year indicates a national swing from academic types of education to a more practical program of specific training for vocations. A continued upsurge in evening-school enrollments for both employed and unemployed persons in 1939, the greatest development of vocational education on record, is probable.—John W. Studebaker, U. S. Commissioner of Education.



Are Personality Qualities Inherited?

LOUIS P.
THORPE
Ph.D.

UNTIL recent years it has been common belief that practically all man's qualities, physical, mental, or in the realm of personality, are inherited. This belief can be accounted for by the fact that neither scholars nor the rank and file of people understood the ways in which life experiences may shape one's character and personality characteristics.

All of us have noticed that some children resemble their parents both physically and in actions. We have seen that brothers and sisters are often alike in what is called "temperament," or manner of responding emotionally. These observations have led us to the unproved belief that temperament and attitudes are passed on from parents to children by some form of physical inheritance. When we see a boy who has character habits much like those of his father, we say that he is a "chip off the old block." If a girl has much the same likes and dislikes as her mother, we say that she "takes after her." And by these expressions we usually mean that the character and personality traits in question are biologically inherited.

It is true that we inherit our physical characteristics. With the coming of knowledge concerning the inheritance of purely physical traits, many people, including scholars, took it for granted that personality qualities were inherited in the same way. They reasoned that the germ cells, which came to be called the "bearers of heredity," gave to children the temperamental qualities and attitudes toward life and people that they showed when they were infants. Little thought was given to why children tried to imitate the ways of persons around them

or to the effect on them of the way they were treated.

It became known, however, that the condition of certain structures in the body had something to do with a person's attitudes and dispositions. Medical men discovered that, if too much or too little thyroid poured into the bloodstream, a disturbance of the personality often developed. The individual concerned would in some cases become too excitable or, in the event of a deficiency of thyroid, might become disinterested in things around him.

Furthermore, it was found that, when the powerful adrenalin was poured into the blood by the adrenal glands, the person concerned usually became highly emotional. His heart would begin to pound, his breath would come faster, and he would become generally tense.

This finding of a connection between the condition of the glands within the body and the temperament of the individual caused many people to assume that a given person's personality was probably inherited, in the sense that it was determined by the kind and quality of glandular system inherited. Thus it came to be thought that poor personality traits and subnormal intelligence were, to a great extent, caused by a defective endocrine (gland) system. Much the same conclusion was reached concerning the relation between personality qualities and the condition of a person's nerve cells and nerve tissue. A weak nervous system was said to result in a nervous personality, and a strong nervous system was believed to insure the presence of a sturdy personality.

Although there may be a relation between a person's attitudes and dispositions toward life and the condition of his glandular and nervous systems, such a relation is usually most noticeable in the case of persons suffering from physical disturbances.

Most people seem to have reasonably normal nervous and endocrine systems, and

yet an enormous number of these very people have personality peculiarities that must be explained in some way. Furthermore, experts in medical matters tell us that many patients who are suffering from disturbances of the glandular system do not have peculiar personality traits.

This means that there is not necessarily a physical basis for our traits of temperament. And it has been pointed out by psychologists that the tissues of the nervous system of so-called "nervous" people are apparently as substantial and healthy as those of normal people.

These facts suggest what psychologists have been discovering for some time—that, *for the most part, character and personality qualities are determined by the way we are reared, by the way our life needs are met, and by the way we were educated in the schools.*

Evidence for this statement has been increasing rapidly in the last few years. The thought that we can have much control over the kind of personalities we will develop and that much can be done about improving our personalities is a thrilling one. The view suggested by most of our evidence in this field is that character qualities are *socially* inherited. This means that both character and personality may be improved by the right kind of methods.

From what has been said it is clear that the personality of a child develops as he grows older and responds to the effects of the social conditions that surround him. In a sense the newborn infant has no clearly defined personality. He is too young to have learned the social skills that he will need in order to get along with people. Neither has the child developed the intelligence, the industry, the sense of honor and loyalty, and the respect for the rights of others that he will need if he is to make a success of his life.

All these personality traits must be learned; they must be acquired. It should be perfectly plain that these are the very traits that young people should develop as they grow toward maturity. In fact, the personality qualities possessed by any high school student are those that he has acquired

in the process of solving his problems and meeting the needs of his nature.

Investigators have been learning for some time that infants' temperaments and attitudes change considerably over a period of a few months and certainly in a year or two. One psychologist found that a certain group of babies who had "sweet dispositions" when a few weeks of age turned out to be generally fretful and stubborn when they reached one and a half or two years of age. Other infants were much more wholesome and happy at two than they were when first studied at a few weeks of age.

Another psychologist discovered that happy children of three or four years became sullen and jealous when neglected because of the appearance of a new baby in the home.

These and other findings show that it is largely the conditions under which a child or youth lives that shape his personality. In fact, personality is always changing in accordance with the way the individual is treated. In the case of a child this change goes on more rapidly than it does with older boys and girls. High school students are relatively more mature, but they can do much to improve their personality qualities.

The personalities of young persons are constantly being modified by the social regulations that surround them. They must obey certain laws; they must respect other people's rights; they must learn not to bother other people's property; they must tell the truth; they must maintain certain standards of honesty and loyalty toward their homes. All these social "pressures" have much to do with shaping the personalities; they explain to all of us how we came to have the personality and character qualities that we now possess.

All healthy persons have a great desire to be recognized and to be treated with respect. If, during their earliest days, children are made to feel that they are loved and wanted and that people like them, they tend to develop what is called an "extrovert" personality. This means that these children feel secure about their status in the family and are so interested in the persons and events about them that they turn

their energy out toward people and social action in general. This is a happy state of affairs. It can be brought about by the right kind of treatment and will usually result in a fine, well-adjusted man or woman in the future.

If, on the contrary, a child is cruelly treated and made to feel that he is unwanted and unattractive, he develops a personality that feels inferior and doubtful about its outcome in life. Such a child develops a distrust of people and a feeling of concern about himself that may give him what is called an "introverted" personality.

An introverted personality, if too extreme, is an unhappy one, in which the child turns his energy in upon himself in an effort to give himself the recognition that others failed to provide. This is a very unhappy condition, which has been known frequently to lead to nervous disorders of personality. If unchecked, the emotionally introverted child becomes the sensitive, unsocial high school student who has a hard time getting along with people and who feels sorry for himself.

The writer has found from clinical experience with both introverted and extroverted clients that they seem to get that way as a result of the way their needs are met or denied in the early years of life. There is much evidence tending to prove that both these forms of personality are acquired after birth.

Weak nervous systems, glandular disturbances, and defects like homeliness, cross eyes, crippled legs, or blotched skin may help to cause a poor personality in some cases. But for the most part it seems that personality is acquired or fails to develop as a result of (1) the kind of treatment a person receives from his parents, and (2) the attitude he takes toward life and people.

Good personality can be acquired. Indeed, it has been developed by thousands of people. Heredity plays a part in providing or failing to provide the right kind of physical traits and structures, but the real force for determining the outcome of a person's life along character and personality lines is found in the social environment in which he is reared.

Students who have been fortunate enough to "draw" good parents usually enjoy the right start and should succeed in the business world without much trouble. Those whose parents did not understand or care about personality matters may have started under a handicap but can usually, through intelligent effort, improve themselves adequately. How this may be done constitutes the theme of forthcoming articles in our series.

Recommended Readings

Bassett, Clara, *The School and Mental Health*. The Commonwealth Fund, 1931, Chapters 1-4.

Bogardus, E. S., and Lewis, R. H., *Social Life and Personality*. Silver Burdett Company, 1938, Chapter 1.

Thorpe, Louis P., *Psychological Foundations of Personality*. McGraw-Hill Book Company, 1938, pp. 76-79; 81-85; 281-286.

Uhl, W. L., and Power, F. F., *Personal and Social Adjustment*. The Macmillan Company, 1938, Chapters 2, 3.

A. I. B. Buys Building



THE American Institute of Business has purchased the four-story building at the corner of Tenth and Grand in downtown Des Moines, Iowa, known as the A. I. B. Building, according to E. O. Fenton, director of the school. The A. I. B. has occupied this building on a rental basis for the last four years.

The building is a four-story brick structure and is ideally arranged for school purposes. It is fireproof and soundproof.

Plans are under way for the addition, next year, of a fifth floor, to be used as a recreational center for the students.

The A. I. B. enrollment this fall is approximately seven hundred students.



Pick Your Job and Land It!

Step 3. Plan a Sales Campaign to Get the Job You Want

SIDNEY W. EDLUND

EDITOR'S NOTE—This is the third of a series of articles by Sidney Edlund, merchandising consultant and president of the Kelvinator National Salesmen's Institute. Mr. Edlund is the founder of the Man Marketing Clinic, which has helped some fifteen thousand men and women in their search for the jobs they want. This is purely a hobby of Mr. Edlund's—there has never been any charge to anyone. Mr. Edlund has utilized his knowledge of sound selling principles on the most difficult of all sales jobs, the selling of one's own services.

The principles and methods that have achieved success for so many persons in the Man Marketing Clinic have been incorporated in the book, *Pick Your Job—And Land It!*, by S. W. and M. G. Edlund, published by Prentice-Hall, Inc., New York City.

These articles are directed to the school boy or girl. In this form they are valuable to teacher and student alike. THE BUSINESS EDUCATION WORLD and Mr. Edlund give their permission to schools to reproduce them. The first article, in the September BUSINESS EDUCATION WORLD, discussed how to decide on the job you want. The second, in the October issue, told how to dig out your hidden assets.

SO you are serious about wanting that job? You have decided what job you would like most. You have searched carefully for assets by considering your school record, your social activities, and your summer jobs and part-time jobs. You are now ready to start planning a campaign to get the job you want.

I believe that more people would get the jobs they want if they based their campaigns on written facts.

Suppose you had just finished a commercial course and wanted a job as a stenographer in the sales department of a manufacturer. Let us list some of the character-

istics that would be of interest to your prospects:

- Speed in taking dictation
- Accuracy in transcribing
- Good punctuation and spelling
- Neat transcription
- Speed in typing
- Interest in business in general
- Especial interest in his business
- Interest in selling
- Ease in meeting people
- Initiative
- Ability to compose a good letter.

You probably do not have all these qualities. Suppose you mention in a letter those you do have. It might read something like this:

DEAR MR. BLACK:

More than anything else, I should like to work as a stenographer in a manufacturing organization like yours.

Recently I was graduated from the Springdale Commercial High School. My grades were good. I can take dictation at 100 words a minute, and I take pride in turning out a nice-looking letter, properly spelled and punctuated.

When my Dad was alive we had a general store in Springdale. I used to wait on customers there, and enjoyed it. So, if there is an opportunity, I would prefer to work in the sales department.

Won't you suggest a convenient time for me to call?

Sincerely yours,

Such a letter could well serve as the base of a good campaign. After you had worked it out, you could easily adapt it for use in answering help-wanted ads.

I met one young man who had answered more than two hundred such ads without being called in for a single interview. Then he prepared a letter like the one above. The very next ad he answered brought him an

interview and an offer of a job. And it wasn't luck, because shortly thereafter the same letter brought him several interviews and the job he really wanted.

Copies of such a letter may be sent to twenty or to several hundred manufacturers, in order to uncover suitable openings for you. Such a "shot-gun letter" (so called because it scatters its fire, whereas the "rifle approach" concentrates its fire on one spot) is one of the best ways to get good leads. Thousands of persons who have attended the Man Marketing Clinic have used this method, and usually with excellent results. The number of interviews produced by these letters ranges from 1 per cent to as high as 25 per cent, depending on how good the letter is, how carefully the list of prospects is selected, the assets of the applicant, and the demand for the kind of service offered.

Letters should be typed or so well reproduced that they look like individually typed letters. Sometimes a person will say that he can't afford to send out many letters, especially if he can't do the typing himself. The letters may cost about 8 cents apiece, but the most expensive thing I know is to be out of work.

Once you have prepared the base for your campaign, you will find that you are able to get greater interest from employment agencies and from other clearing houses for jobs, such as accounting firms, banks, and chambers of commerce.

To illustrate: A young man just out of school was working on his job campaign when he saw in a newspaper an employment-agency ad for an accountant. That was just the job he wanted, but when he applied, he was told that he was not qualified. This rebuff spurred him to dig out hidden assets and finish the letter that formed the base of his campaign.

He sent it out and it brought several responses, so he decided to go back to the employment agency that had turned him down. The job had not been filled; he had a chance to do a good selling job. This time he was told he was just the kind of young man their client wanted. An interview was arranged and the client offered him the job.

He was the same chap who had been turned down for that job; the only difference was that, by the time he made his second visit to the agency, he had uncovered and analyzed his assets. He had learned how to present them properly; he had learned to appeal to his prospect's interest. Only a few days earlier, he was told he could not qualify; the second time, when his campaign was well organized, he was told that he was just the person they were looking for.

Once the campaign is organized, your friends can be of more help to you in landing a job. Let me show you what I mean. I talked to a group of men in Charlotte, North Carolina, about how to plan a campaign to get the jobs they wanted. A couple of days later one of them, a young man named Anderson, stopped me on the street and asked me to look over the campaign plan he had worked out. It was a very good one.

Then he told me that every day for three weeks he had seen his best friend, the head of an advertising agency. They had discussed his plans to find a new job. After Anderson had his campaign worked out, he had asked the friend to look over his presentation. After reading the clear statement of the kind of job Anderson wanted and his qualifications for that job, the friend in the advertising agency said, "I know a job that is just made to order for you. I'll send you down."

Now he had known of that job for three weeks. He had seen Anderson every day and had discussed his plans in a general way. But until Anderson had presented his case properly, even so close a friend did not realize he was the man for the job. At the Man Marketing Clinic scores of men and women tell us that organized presentations have enabled their friends to be of more help to them than before.

The base of your campaign may be a letter, or it may be a scrapbook or portfolio. In it, put everything that will be of value in showing your qualifications for the kind of job you are seeking.

Suppose you want to work in the advertising department of a manufacturer or in an advertising agency. Assume that you

were the business manager of your school paper, that you put on a campaign that materially increased the circulation of your paper; that you increased the advertising revenue. Such data should go into your portfolio—and that portfolio will help you get the job you want.

In a portfolio there should be a record of schooling and other experiences that may be pertinent to the kind of work you want to do. Put in illustrations of your work. Include letters from your principal or former boss, indicating specifically your good points: for example, that your grades averaged 81 per cent, that you were an excellent leader of the basketball team, that you organized a successful club, or that people you waited on in the store one summer commented favorably on the way you served them. Include evidence of results: that you increased the membership in the debating society from fifteen to twenty-two, or that you built a paper route from nothing to forty regular customers.

Ruth Seamore wanted to do statistical work. She had studied accounting and other business subjects, and she had done some statistical work in the dean's office. She made a portfolio that included a clear picture of her scholastic standing, the opinions of some of her teachers relative to her abilities and her work habits, a record of her outside activities and student honors, copies of some of the statistical work she had done in the dean's office, and a letter of commendation from the dean.

She showed her portfolio to a number of manufacturers in her home town and, although jobs were very scarce when she graduated, she received a number of good offers. After she had been employed several months she wrote to us as follows:

The use of my portfolio was of great assistance to me in getting my job. It is probably not uncommon for an advertising man of experience to present his qualifications in such a manner, but it is seldom that a person just starting out takes that means of showing what qualifications he has. After watching the girls who apply for positions at our office, I am of the opinion that few of them make the most of what they have to offer. Either they give the appearance of having little interest in whether they get a job or not, or else they seem too eager for *anything* in the way of work.

My portfolio helped me do away with the disadvantage of both these attitudes. It made it simple for me to show a definite interest in business and in a particular kind of work. It helped me present my qualifications more clearly. It showed originality and initiative. The portfolio in itself was a very good example of the type of work I could do.

I have watched thousands of men and women go after jobs. Many of them searched for quite a time in an unorganized way. Some became quite discouraged. Others had jobs that were not at all what they wanted, or jobs not worthy of their qualifications. But those who made up their minds as to what they wanted to do, carefully analyzed their assets, planned adequate campaigns as we have suggested in this article, and then went after enough of their logical prospects, got the kind of jobs they wanted. So can you!

[A description of the Man Marketing Clinic is scheduled for publication in the December issue of *American Magazine*, out November 5. Watch the *Readers Digest*, too, for an article on the same subject.—EDITOR.]

AN expansion of the Tulsa, Oklahoma, Secretarial School has been announced by Mrs. Edith R. Zimmerman, president.

The school has moved into larger quarters and now occupies the entire front of the sixth floor of the World Building in Tulsa.

A department of commerce has also been added to the school, under the direction of G. F. Harms.

JOHN J. GRESS has been appointed to a full-time instructorship in secretarial science in the division of commerce at Hofstra College, Hempstead, New York.



Mr. Gress holds degrees from State Teachers College, Bloomsburg, Pennsylvania, and New York University. He taught in several Pennsylvania and New York high schools before going to Hofstra College as a part-time instructor, two years ago. He is a member of Delta Pi Epsilon, Phi Delta Kappa, and Pi Omega Pi professional fraternities.



Typing Teachers— Athletic Coaches

HAROLD H. SMITH

*Editor, Typing Publications,
The Gregg Publishing Company*

AT this time of the school year thousands of beginners are learning to type.

Their aim is to become skillful in the use of the typewriter as a writing instrument, an instrument that will free them from the drudgery of slow pen and pencil writing.

They naturally expect their typing teachers to assist them in acquiring this skill, and they will resent every suggestion or demand that seems to hamper them, unless a good and sufficient reason is offered in justification.

It gave me great satisfaction last summer in my visits to teacher-training institutions to discover that a great many teachers have acquired a high degree of typing skill for teaching purposes. Most of them no longer shrink from sitting at machines before their students and undertaking experiments in fingering the keyboard or in otherwise manipulating the typewriter.

We are fast approaching the point where all typing teachers will demonstrate what students should do instead of wasting time in futile talking about it.

An Illuminating Experiment

Upon several occasions I was able to train whole classes of typists, including typing teachers, to the point where they could type one or two lines as fast as 100 or 125 words a minute for the line or two lines. This would have been impossible a few years ago, the typing skill and dogmas of teachers being what they were.

The process is simple enough. It follows:

1. Select a line or two (50 to 70 spaces each) of the relatively easy contest material prepared by J. N. Kimball.

2. Demonstrate two or three times the way to type the first word skillfully. Pause long enough after each word to relax fingers, hands, and arms completely.

3. Drill the class until it can duplicate your demonstration.

4. Proceed to the next word and treat it similarly.

5. Demonstrate the typing of these first two words *without a pause between them*.

6. Drill the class in doing the same thing.

7. Treat the next word as above and engage in brief practice in writing the first three words—and so on.

If the class responds quickly by picking up skill on separate words, they will attack short phrases, such as *of the, to you*, etc., as though they were single words. It would be a waste of time to attack them separately.

Somewhere in every line, either in a short or a long word, a "slow" combination will be found. Concentrate practice on such combinations, emphasizing the necessity of lessening the speed of stroking and *controlling* it, especially when reviewing the line from the beginning. Before you know it, nearly every student in the class will be able to type that line as fast as you can.

This sort of thing may be extended to a second line, but frequently students will find that they are unable to type the two lines as fast as the teacher or the better students in the class, even though they can equal them on each line separately. The reason: Their carriage-return technique is poor.

They do not reach for the line-space lever promptly enough; they are slow on the return; or they do not recover operating position properly. These facts, proved to the students to be the cause for their lack of speed, will create a natural incentive to master the carriage-return motion.

These teaching experiences lead me to restate a fact that I have often voiced; viz., that the beginner in typing can manipulate the machine *expertly* from the outset, and that there is really no excuse for permitting him to practice unskillful motions and to fix them as habits.

It is almost impossible to prove such a fact to anyone who refuses to try, especially if the prospective subject is a teacher who holds to the idea that skill, particularly facility, must necessarily grow gradually.

Perhaps it is worth while recalling that this philosophy of the gradual growth of skill is a product of the days when few typing teachers could type, and when the notion was that accuracy and "perfect copies" were all-important. No teacher who has seen beginners type three- and four-letter words expertly within the first two or three practice periods will deny that the slow-growth idea must have crystallized long before we learned to think of typing skill as predominantly made up of *motions* of eyes, fingers, and hands and of *responses* of the mind.

If teachers themselves will but make a serious effort to acquire some facility in fingering the keyboard themselves, they will lay a good foundation for testing that statement with their own students.

Of course, the difficulty here is mainly one of definition—the old, old question of the meaning of words. When we say that the beginner in typing can manipulate the machine "expertly," we do not mean that he can equal the expert in sustained typing. We mean only that he can do so on very short spurts. These short spurts are represented by combinations of from two to five strokes, which include many short words.

But what, really, do we mean by the term "expertly" in terms of what the student *learns to do*?

Essentially, we mean that the student learns to make motions and responses with the facility, the accuracy, and the smoothness of the expert; not, of course, in sustained fashion, for common sense and experience teach us that sustained performance in any skill such as typing demands the refinement of a multitude of mental and

physical controls and processes that can be built up only after much well-directed practice.

It is on this rock of "sustained typing" that most beginners' ships are wrecked. The teacher demands the production of a perfect copy of an exercise; or he insists that every exercise must be typed through *always*—from the beginning to the end—with no false starts or fragmentary practice; or he refuses to accept any exercise containing more than two or three errors.

Such an instructor does not realize that his assignment forces sustained typing practice upon the student, and that in order to type in this fashion the student must drop down to a slower rate of making each motion and each series of motions.

I truly believe that our failure to analyze this situation has resulted in a routine that is predominantly misdirected—over 90 per cent toward sustained practice with poor technique, and less than 10 per cent toward the short-spurt practice that alone can produce good technique. The proportionate amounts should be exactly reversed, at least during the early weeks of the typing course.

How Athletes Train

Perhaps we can get a better point of view if we consider how athletes are trained and how they perform. They too must develop mainly skills.

The runner must master the particular stride that will be most effective for him in running the particular length of race for which he is training.

The hurdler must master not only the stride for running between the hurdles but also that variation of his stride which will carry him over the hurdles most skillfully.

The high jumper must master his take-off run, the take-off itself, and the leap over the bar. Additional examples will suggest themselves.

The Hurdler. Perhaps the training of the hurdler is more like the training of a typist than is that of the runner. His race is not a smooth one over a level course; he must negotiate certain obstacles as well as run on the level.

The hurdler must learn to make a quick start. He must learn to get into the right

stride (make correct leg, arm, and body motions) as quickly as possible. Then he must learn to "stretch" his stride into a leap that will enable him to clear the hurdles without wasting time or energy, a leap that will flow smoothly out of and into the regular stride between hurdles.

Like the dash man, the hurdler does not run the full hurdle-race distance even once every practice period. He begins by mastering the start in much the same way as the dash man. He learns the particular stride that is best suited to the hurdler. Then he combines the start with the run for the first hurdle, and he leaps over it, taking a few strides beyond the hurdle before he stops.

He thinks back over his performance; he gets advice from the coach or his mates; then, after a rest, in order to gather his forces for another supreme effort, he repeats his performance.

Not until he has sensed a reasonable mastery of this much of the feat does he add another sprint to the next hurdle with its accompanying leap. Gradually he builds up technique, power, resistance, and will to sustain his effort, but even when he has become a competitor to be reckoned with, he covers the full hurdle race distance only rarely. Most of his practice is devoted to piecemeal mastery of the elements of the race.

The High Jumper

The high jumper likewise drills patiently on each successive phase of his performance. His ultimate object is to get over the bar at its greatest height. If his approach is too slow, it must be speeded up. If it is too fast, he must slow it down. He will experiment with a shorter or a longer take-off run and take-off, or an approach from various angles.

He always starts his practice with the bar set at a reasonable height, one that he can successfully negotiate.

The coach will criticize his technique, especially his form in leaping. Above everything, the coach will see to it that he does not crowd too many intensive efforts into a given period. He knows the necessity for

thorough relaxation and planning between efforts.

As the jumper's form improves, the bar will be raised inch by inch; then only a fraction of an inch at a time; but always it will be raised, in order to force the candidate to improve some detail of his technique. On each successive day there will be the necessary warm-up, followed by preliminary jumps with the bar set at relatively low positions. Only gradually will it be raised higher than it was placed on preceding days.

It will be noted that a goodly portion of the success of a high jumper is dependent upon his ability to refine the technique of each part of his performance to the point where he can exert the greatest amount of physical effort at the point where it is most needed in order to reach the highest possible position of the bar.

Anyone who has seen slow-motion pictures of such athletes knows that there is a tremendous use of rhythm, the ever-changing, flowing kind of rhythm. What is not so obvious is the ever-changing control of energy, cautiously used here, "all out" there.

The finished feat is made possible by the athlete's mastery of each of the many elements, the tricks that he learns through experience.

Typing Teachers Train Finger Athletes

If typing teachers would regard themselves mainly as coaches, trainers of finger athletes, as far as basic typing skill is concerned, they would be better off. They would not tolerate more slow typing practice than is absolutely necessary. Who ever heard of a coach training a runner by making him practice walking?

If typing teachers would regard themselves as trainers of finger athletes, they would not insist on a large proportion of metronomic-rhythm practice. Every hard combination represents a hurdle or a difficult jump for fingers and hands. Mental responses and eye movements must be keyed to control each of these "tricks."

Typing teachers would not prescribe so much continuous line, sentence, and paragraph practice. They would concentrate the student's efforts on separate words or parts

of words until he had mastered the tricks of finger and hand manipulation; then they would see to it that these same words were put into line, sentence, and paragraph situations so as to refine the tricks still further and make them usable in natural typing of a continuous character.

Little by little, the typist would acquire a larger stock of mental responses and eye and finger motions that would be essentially skillful in character. Before less skillful habits had a chance to become fixed as habits, their places would be taken by more skillful responses.

If the practice material is well chosen, the skillful responses the typist learns will be used regularly thereafter in his daily practice; *hence the need for mastering the more frequently used combinations first.*

A training course of this kind will speedily develop skillful typing habits.

Unlike the hurdler or the jumper, the typist faces obstacles of unknown difficulty in typing every line. He cannot know the exact degree of difficulty, the height and breadth of the hurdles, until he finds his fingers slowing down or hesitating in the midst of them.

If, in his daily warm-up and preliminary practice, however, he selects from the day's paragraph matter a few combinations for intensive fingering practice, pushing his performance to the limit of the capacity of his fingers and mind, he will gradually gain experience in the skillful hurdling of all kinds of obstacles. Without such intensive practice, he must slow down to less than his best potential rate whenever he meets such difficulties. He will merely practice his previously learned slow responses and fix them as habits.

It is precisely because most typists have never made such intensive, repetitive efforts to increase the athletic capacity of their fingers that their technique is bad and prevents them from becoming skillful. Repetition of the part and of the whole is beginning to be prized, in spite of the dogmatic assertions of amateur psychologists.

A study I made some years ago showed that experts typed a succession of alphabetic

characters in isolation at twice the speed attained by students. They typed the most commonly used words, however, in both isolated and meaningful form (sentences), approximately *three* times as fast as the students did. This can be accounted for only by the fact that the experts actually made each separate motion twice as skillfully as the students, and that they were three times as skillful in dealing with stroke combinations as were the students. Some allowance probably should be made for the superiority of the experts in sustaining their efforts, but, since all the alphabetic stroking tests were limited to 52 strokes each and the word and sentence tests to 200 strokes each, this factor could not greatly affect the results.

Typing Teachers Should "Coach"

Our typing students, particularly our beginners, are finger athletes. They are learning to make slow or fast motions or responses before our very eyes, under our direction, from the very first. Ours is the responsibility for selecting practice material and practice methods that will train either champions or "also rans." The typewriter exists because it is a *faster* and more legible writing instrument than the pen or pencil. Some teachers may have talked too much about the technical side of typewriting skill, but very few typing teachers have emphasized adequately the coaching or training of finger athletes that produces skillful typists *in school*. Teachers *may* talk, but coaches *must* train!

[EDITOR'S NOTE—"Training Routine for Typists" is the title of the next article in this series by Harold H. Smith.]



TEACHER-sponsors of school newspapers will be interested in learning about Kappa Pi Beta, honorary journalistic fraternity for members of the staffs of duplicated school papers. A junior organization of Kappa Pi Beta has been established for high schools.

Information about the organization can be obtained from Mrs. Blanche Wean, Central Normal College, Danville, Indiana. Mrs. Wean is secretary of the National Duplicated Paper Association.

Tests on Business Forms

V. E. BREIDENBAUGH and MILTON BRIGGS

No. 3—The Invoice

EDITOR'S NOTE--This is the third of a series of ten practical tests by V. E. Breidenbaugh, assistant professor of commerce, State Teachers College, Terre Haute, Indiana, and Milton Briggs, bookkeeping instructor, Senior High School, New Bedford, Massachusetts. Mr. Briggs also is director of the bookkeeping division of the B.E.W. Department of Awards. These tests are designed to emphasize the fact that the business paper is the foundation for most bookkeeping entries, to bring the student face to face with *real* business papers, and to lead him to reason regarding the significance of these papers. We suggest that the business form shown here be reproduced on the blackboard by the teacher or by a student. Permission is granted to duplicate the tests for free distribution to students.

B. B. DAVIS & COMPANY 751 FRONT STREET, MILWAUKEE, WISCONSIN					
Mr. Chas. C. Clark 45 East Market Street Racine, Wisconsin			Date <u>March 1, 193-</u>		
Terms: On Account					
Date		ITEMS	Price	Amount	Total
193-					
March	1	7 doz. Silk Hose No. 4	5 50	38 50	
	1	6 Wool Dresses No. 431	1 50	9 00	
	1	4 doz. Bedroom Slippers No. 68	6 00	24 00	
	1	18 Silk Dresses No. 438	3 00	54 00	
	1	10 doz. Hair Nets, Ass'd. No. 56	80	8 00	

FORM E

Directions to Students

EXAMINE the business form accompanying this test. Write the word or words you think necessary to complete the following statements. Each correct statement is worth seven points. (For the convenience of teachers, the keys appear here in italics.)

1. Form E is an *invoice*.
2. These forms are usually prepared by the *billing clerk or bookkeeper*.
3. The seller named in Form E is *B. B. Davis & Company*.
4. The buyer named in Form E is *Charles C. Clark*.
5. The correct total to be shown on Form E is *\$133.50*.
6. The person or company to whom one sells merchandise is called a *customer*.

7. The person or company from whom one buys merchandise on account is called a *creditor*.

8. The term "On Account" usually means that *the amount is due at the end of the month*.

9. The term "C.O.D." means *collect on delivery*.

10. Any deduction allowed for prompt or early payment of Form E is known as a *discount*.

11. When the bookkeeper for B. B. Davis & Company received a copy of Form E, he debited the account of *Charles C. Clark*.

12. When the bookkeeper for Charles C. Clark received Form E, he debited the *Purchases* account.

13. When the bookkeeper for B. B. Davis & Company received a copy of Form E, he credited the *Sales* account.

14. When the bookkeeper for Charles C. Clark received Form E, he credited the account of *B. B. Davis & Company*.

A Schoolma'am Learns About Business

(Concluded)

WERA G. MITCHELL

EDITOR'S NOTE—We have heard over and over again of the value of practical business experience to the teacher of business subjects, but here is a by-product that is new to us—harnessing that experience to the brief forms of Gregg Shorthand so that both experience and shorthand skill may be acquired at the same time. Mrs. Mitchell also possesses the happy faculty of mixing humor with her teaching, and we confess to a wish that we were back in the classroom ourselves, learning shorthand under her guidance. The first installment of this article appeared in last month's B.E.W.

The brief-form words in her story of her secretarial and teaching experiences are italicized for convenience in dictating the story to shorthand classes. Note that phrases should be written in the usual way, although they are not indicated. In derivatives of brief forms, only the basic form is italicized, as *themselves*.

IN my next job, I taught typing in another high school. This not only meant more money and shorter *hours*, but the long summer months, I reasoned, would *enable* me both to attend college and to work in business offices—the one an ambition, the other an immediate *necessity*. The most important *consideration*, however, was the definite opportunity for advancement and personal *improvement*.

And this brings me to the next chapter of my story—my summer "vacations." There were fifteen of them—fifteen summers of going to summer school or working in offices in whatever part of the country I happened to *find* myself. There was the summer I spent in California, the special feature of which was six weeks in a lumber office, where, *among* other things, I typed intricate manifests and studied marine *ship*-ping.

There was the summer in Chicago, when I worked for *three* weeks in an automotive engineering office, typing a few letters, doing a little filing, sending an occasional *wire*, answering the telephone, taking long lunch hours, and getting \$30 a week therefor.

There was the summer spent in the Civil Service in our national capital, taking *min*-eral dictation from a dollar-a-year man with a Boston accent and learning *how* the U. S. *Government* handles its correspondence.

There was the time, during the World War, that I did secretarial work in an army hut in France; but I must admit that the *at*-tentions of the army constituted a disturbing factor, and I was kept busier keeping my *dates* straight *than* I was with the office work. The *influence* of the army, let me assure you, can be *altogether* demoralizing to an office when, for example, the ball team calls in a *body* and *respectfully* demands that the office blonde *stop* work to applaud their antics on the field!

There was the Republican National Convention when I worked in the office of the National *Committee*, met quite a *number* of the *powers-that-be*, and got "tipped" \$2—my first, last, and only tip—for *obliging* someone with a five-minute typing *favor*.

But even if these experiences were more colorful, I *regard* the wealth of experience



... the ball team calls in a *body*

acquired in the old home town with the most *respect*. Thanks to a wide *acquaintance*, my summer and part-time services seldom went *begging*.

I am unable to recall all those vacation jobs, but one that comes instantly to mind was the association with a prominent *insurance* adjuster who *regularly*, for *approximately* ten years—in fact until I removed from that city—called me to do his vacation work.

For four years I held an afternoon and Saturday part-time job with the *state agent* of a large fire-insurance company. Then there were a cast-iron pipe company, a prosecuting attorney, several automobile companies, a coal company, a firm of construction engineers, a *flour* broker, a grain broker, a furniture-and-bedding *house*, a railway freight agent, a publishing company, a *general-merchandise* jobber, and the Federal Reserve Bank, where I turned down an opportunity to be secretary to the *governor*—of the bank, I mean.

I was frequently urged to give up teaching *altogether* and go *into* office work permanently. "If you keep on teaching school," I was everlastingly warned, "you will end up an old maid!" May I *remark* that I fooled them about that!

However, "Pride goeth before a fall," as the Good Book says. Consider the following incident, which illustrates a *situation* that is difficult to explain and about which I cannot too *strongly express* my indignation.

Recently, I *answered* an advertisement for a position as private secretary. A month later, upon *receipt* of a communication to the effect that my presence was *desired*, I put on my best bib and tucker and, much *pleased* with myself for getting a *reply*, I went forth, I thought, to conquer.

They liked my looks, they liked my manners, they approved of my education, they didn't mind my being married, they didn't even think (as someone may be unkind enough to suggest) that I was too old; in fact, they were "predisposed in my favor," but they were at a *complete* and total loss, in spite of my array of *references*, to understand how a school teacher could *possibly* know anything about an office!

◆ *About Wera Mitchell*: M.A., New York University. For five years has been director of the practical arts course (for nonacademically minded pupils) at James Monroe High School, New York City. Wants to get away from frills and back to essentials in commercial education. Was head of the stenography department, Central High School, Kansas City, Missouri, for ten years. President of the Inter-state Typewriting Contest Association, 1927-1929.

Now, I *should* like to tell you—if you have the *strength* to hear more—a conclusion I have *come* to. I have written letters of every description, taken dictation on every conceivable subject from all sorts and classes of men, in every form of *organization*; typed *invoices* and *bills* galore, *addressed envelopes* by the *thousands*, handled *remittances* of every kind—checks, drafts, notes, *acceptances*; reported meetings and sat in on conferences; answered the telephone, received the public, and performed most of the *responsible* duties of the secretary or stenographer.

But *never*, even in my cub days, have I been required to operate a Mimeograph—office boys did that; never has it been *necessary* for me even to relieve at a private branch exchange—offices *big* enough and busy enough to have them employed trained operators to attend them.

Never have I been required to do any but the simplest type of direct, alphabetic filing—the larger the *quantity* of filing and the more complex the system employed, the greater the necessity for a file clerk for the job.

Never, outside of the schoolroom, have I had to use a dictating machine or a Comptometer, although I have on rare occasions punched at a *listing* machine with thoroughly satisfactory results.

As for the Addressograph, I once spent the day with one, and it took all of five minutes of someone's precious time to explain its mysteries to me. Within an hour I was, as you would be, a *real expert*.

The check writer was always such a fine toy for the "boss" that the only checks I *ever* succeeded in protecting were the samples in my classroom, which were promptly "*remitted*" to my pupils.

And not in one single instance, although I have worked for men who traveled hundreds of miles every month of the year, have I ever worked out that cherished school-room problem—the other fellow's itinerary.

What is the *point* I am trying to make? Why have I *gone* into all this? There are many who *will differ* with me, who will say I am *behind* the times, but in the *light* of my own experience (which, understand *clearly*, is not merely an experience of *yesterday*, but of today, and I hope of *tomorrow*, for when *next* summer comes I shall be on the job again), I am certain that office-practice courses for secretaries, as *organized throughout* most of this land, need overhauling—debunking might be a better word—to *accord* with what secretaries

really do and what secretaries don't do.

This overhauling, in my humble *opinion*, should stress with old-fashioned emphasis (1) skill, more skill, and still more skill, in stenography, (2) speed with accuracy and taste in typewriting, (3) the mechanics of written English, and (4) one or two background courses on the young-adult level, such as business organization, or *marketing* and distribution.

For it is a far greater offense in an office to garble a sentence than not to recognize an Addressograph; far worse not to be able to get out forty letters in a day than not to be able to perform machine division; far worse not to comprehend a situation than not to understand the duplex-numeric system of filing!

Federation Plans Its Largest Convention

THE National Commercial Teachers Federation, under the leadership of its president, Ivan E. Chapman, is making plans for the largest convention in its history. The convention is to be held in the Hotel William Penn, Pittsburgh, on December 27-30. It will begin with a reception and dance on Wednesday evening, December 27. The first general session will open the following morning.

Two outstanding, nationally famous speakers have been obtained, one for the general meeting on Thursday morning and the other for the banquet on Friday evening. Barclay Acheson, associate editor of *Reader's Digest*, will be the main speaker in the opening session on Thursday morning. Dr. Acheson is a noted lecturer, educator, and authority on foreign affairs. He has firsthand acquaintance with European conditions, gained through ten years of close study in the field. Now, as associate editor of *Reader's Digest*, he stands at the crossroads of current thought, a constant student of world affairs. His talk will be of interest to everyone attending the convention.

James E. Gheen, of New York City, will be the speaker at the banquet on Friday evening. Mr. Gheen is a philosophical humorist. He has been aptly described as a businessman with a keen sense of humor.

He has a remarkable background of business training and experience, which has included newspaper work, as a reporter, columnist, and feature writer; fifteen years of experience in the steel business; and several years of experience in civic organization work. The Federation is fortunate in obtaining such a speaker for the banquet.

A particular feature of this year's convention will be the various reunions of colleges and the meetings of various allied professional groups, such as fraternities. Any college or other professional group wishing to arrange for a meeting should get in touch with the president, Ivan E. Chapman, Board of Education, Detroit, Michigan, to arrange for a time that will not conflict with other meetings.

W. D. Wigent, of the Gregg Publishing Company, Chicago, Illinois, is director of the membership campaign, which is now in full progress. The membership of the Federation last year totaled more than 3,000. The membership fee of \$2 a year entitles members to the *Yearbook*, five issues of the *Business Education Digest*, and the privilege of attending the national convention. You may send your membership enrollment to J. Murray Hill, Bowling Green Business University, Bowling Green, Kentucky, treasurer of the Federation.

Vocational Vocabulary Letters

HARM and PAULINE HARMS

No. 3—An Automobile Sales Letter

EDITOR'S NOTE—During the last few years, we have heard a great deal about mastering the most frequently used words. As soon as a student accepts a stenographic position, however, his list of frequently used words will be influenced decidedly by the terminology of this new occupation.

Here is a letter containing the ninety most frequently used words in the automobile business. This letter was prepared by Harm Harms, director of commercial training, and Pauline Harms, instructor in shorthand, at Capitol University, Columbus. Mr. and Mrs. Harms are authors of the "Individual Method of Learning Gregg Shorthand." Similar letters for other branches of business will appear in subsequent issues of the BUSINESS EDUCATION WORLD.

Mr. Henry W. Dawson
426 Miller Avenue
Pittsburgh, Pa.

November 4, 1939

Dear²⁰ Mr. Dawson:

Just as we associate October with frost on the pumpkin, so November brings with it the⁴⁰ new automobile models.

You will soon be besieged with advertisements and direct-by-mail literature telling⁶⁰ about a chassis that is longer, a clutch that won't slip, a carburetor that will save you many miles per⁸⁰ gallon because it is linked up with cylinders having greater compression and more perfect combustion.

A new¹⁰⁰ innovation eliminates the clutch; the vacuum gear shift is practically automatic; a powerful¹²⁰ yet well-controlled generator furnishes the power for a new ignition system that is the last word¹⁴⁰ in efficiency. The headlights have no glare. The dash is well lighted.

As a motorist you owe it to yourself¹⁶⁰ to come to our showroom and investigate the many models on display: coaches, coupes, sedans, town cars, sport¹⁸⁰ sedans, and all types of heavy-duty trucks.

We urge you to get back of the wheel and feel the power exhibited²⁰⁰ by our eight-cylinder, super-deluxe "queen of the highways." It is equipped with low-pressure, pneumatic,²²⁰ punctureproof tires, having a resiliency seldom found in auto rubber. The upholstery is designed²⁴⁰ with an eye to beauty as well as to serviceability. You will like especially the quiet tappets,²⁶⁰ the gears that mesh so perfectly, the economy effected by efficient vaporizing of gasoline,²⁸⁰ and the lubrication system that functions so as to serve every pinion, piston, and axle without fail.³⁰⁰

The car of today is a house on wheels—a place in which to live. All the modern inventions have been assembled³²⁰ for your enjoyment: an all-steel Fisher body with shatterproof polarized glass for your safety; a Harrison³⁴⁰ under-seat heater with a super-unit defroster for your comfort; and a host of luxuries: radio,³⁶⁰ electric clock, air-conditioning unit, convertible seats for sleeping—once expensive accessories, now³⁸⁰ standard equipment.

A phone call (EV. 6249) will bring our representative to your door for a⁴⁰⁰ twenty-minute demonstration. We are sincere when we say this puts you under no obligation. Our procedure⁴²⁰ is to have customers sell themselves. We are waiting for you to say *when*.

Very sincerely yours,

THE SUPER-SERVICE GARAGE
A. W. Miller (447)



A Guide to Learning In Economic Geography

LADD E. PRUCHA

EDITOR'S NOTE—Mr. Prucha discusses the characteristics of a satisfactory guide sheet and presents in full one of the series of thirty-four mimeographed guide sheets he has devised for his own students. Teachers who are interested in obtaining further information about Mr. Prucha's guide sheets may address him at his school.

—DOUGLAS C. RIDGLEY, *Series Editor*.

WITH the world offering an abundance of interesting material upon which to draw, geography needs a guiding hand rather than changed methods. The study-guide sheet is one kind of sign post for students' thinking. It helps to integrate classroom and outside-learning activities so as to develop appreciations, encourage reflective thinking, and form certain fixed habits.

In general, any written plan that motivates and guides students in completing the assigned and voluntary work in an orderly, efficient, and purposeful manner is a guide sheet.

Before writing the study guide, the teacher should organize the text chapters and other reading material into units of learning based on a general concept or theme. A study guide may be written for each unit or, if the teacher prefers, for each chapter in the unit.

The standards of a good study guide are as follows:

Does the study guide show the pupil where he is going in learning? What is expected of him? What are his aims?

Does the study guide motivate the student and arouse his interest in learning?

Does the work provided definitely contribute to the aims set up for the unit?

Is individual rate of progress provided for? Can the superior student go ahead with his learning?

Does the study guide provide for originality?

Is the work easy enough to prevent discouragement, yet difficult enough to challenge effort?

Has the pupil enough experience and technique to do well the work presented in the study guide?

Each study guide should state the aims to be achieved for every unit. This is essential if learning is to be purposeful. The student must know where he is going and what there is to accomplish. The aims, therefore, should be specifically stated and expressed in terms that the pupil can understand.

If the aims for each unit in economic geography are to be useful, they should adhere to the following criteria:

The aims must be so stated that they apply at a particular stage in the pupil's learning and at no other stage.

They must be so stated that they are recognized as realizable by the student and can be achieved in the time allotted to the unit.

They must be so stated that they are desirable not only from the teacher's point of view but also from the pupils'. Unless the students can see sense in them, the educational effect will be lost.

After the aims for the unit are stated, the teacher is ready to select the content and the teaching materials. Only such subject matter and materials as definitely con-

♦ *About Ladd Prucha:* Instructor, J. Sterling Morton High School, Cicero, Illinois. B.S., University of Illinois; M.S., Northwestern; Ed.M., Harvard. Author of articles on adult education, member of Phi Delta Kappa. Hobbies: horseback riding; painting in oil and watercolors.

tribute toward the achievement of the specific aims for each unit should be used in the study guide.

Mimeographed Copies for Students

To prevent learning from becoming stagnant, it is wise to vary the form of the study-guide sheet for each unit. The motivating captions above the sections should be reworded. New sections with new challenges to learning should be introduced and work-activity projects added.

Every student should have his own mimeographed copy of the study guide for each unit. A permanent set of directions for its use may be attached to the first guide sheet used in the course. With the study of every new unit, the teacher and the students together should carefully go over the aims for the unit as presented in the guide sheet. The study guide will, to a large extent, sell itself to the students; but, as in all teaching, the teacher must, to a greater or lesser degree, act as the salesman.

Study Guides in Morton High School

In our high school, economic geography is a year's course divided into two semesters. The reading matter for each semester consists of seven units. Each semester's work is covered by seventeen guide sheets, with two, three, or four guide sheets for each unit. Each guide sheet is designed to occupy four daily lessons, including class discussions, reports, and special assignments.

Four guide sheets provide for a study of Unit I of the first semester. The unit title is "Man and His Environment." The four guide sheets bear the following titles:

1. Distribution of Population and the Occupations of Man
2. Climate As a Factor in Environment
3. Land As a Factor in Environment
4. Minerals As a Factor in Environment

The guide sheet for Unit I, Division 2, is given here as an example.

UNIT I: Man and His Environment

GUIDE SHEET 2—Climate as a Factor in Environment

Daily Lessons 5, 6, 7, 8, First Semester

Your Goals—Aim at These:

1. The ability to understand the influence of climate upon the (a) distribution of population,



◆ *About Dr. Ridgley, Series Editor:* Professor of geography in education, Clark University. Formerly director of geography of the A.E.F. University in France; headed the geography department of Illinois State Normal University. Fellow of the American Geographical Society. Holds the Distinguished Service Award of the National Council of Geography Teachers for "outstanding contributions to educational geography."

- (b) our occupations, (c) our health and energy, (d) our homes, (e) our food and clothing.

2. The ability to recognize the difference between climate and weather.

3. The ability to understand that climate is the most important single geographic factor determining how we shall live.

4. The ability to understand that the unreliability of weather is a major cause for human poverty, suffering, and famine.

5. The ability to comprehend and to use geographic terms fluently and correctly in writing and in conversation.

How Well Did You Master the Subject Matter:

1. Why is only about one-fourth of the land of the world under profitable cultivation?

2. How does climate limit the range of our activities?

3. How does climate increase the variety of our occupations?

4. What effect does climate have upon our health and energy?

5. How does climate influence the type of homes we build?

6. In what ways do climate and weather affect our everyday living?

7. How does the uncertainty of weather affect the whole human race?

Can You Tell:

1. How climate affects man's occupation in the following states: Virginia, Florida, Rhode Island, New York, Ohio, Illinois, Kansas, Texas, Colorado, North Dakota, Arizona, Louisiana, California, Washington?

2. Incidents recently noted in newspapers or heard over the radio that indicated that weather was a major cause of human suffering or famine?

Do You Know:

1. Dr. Huntington's theory concerning climate and human energy?

2. What effect climate has on industrial development?

3. Why the French failed in their attempt to dig the Panama Canal?

4. Why the United States succeeded in digging the Canal?

5. What the six climatic factors are?

6. Why the wheat harvest in Illinois comes in

June and July and in Argentina in December and January?

Can You Define, Spell, and Use These Terms:

Climate	Frozen tundra
Soil fertility	Monsoonal area
Humidity	Weather
Precipitation	Temperature

An Experiment—Try It:

During one school day, list the products you eat, wear, use, and see. State the various climatic regions of the world from which these products come.

Tying Up Unit I:

After the study of the guide sheets for

a unit, we endeavor to tie up the unit with the students' present-day living. At the close of the sixteen lessons on Unit I, the following directions are given at the end of Guide Sheet No. 4.

Tying Up Unit I: In this unit you have learned about man and his environment. Now see if you can tie up what you have learned to your present-day living in your own local environment. Write a paper showing (1) what factors have caused you to live where you do; (2) how climate and weather affect your health and energy, the food you eat, the clothes you wear, the home you live in, and the occupation you may choose as a life work; (3) how in your present living you have profited by the vast production of minerals in the United States.

The Use of Geographic Relationships in Teaching The Economic Geography of Egypt

RALPH S. HARRIS
Westport High School, Kansas City, Missouri

IF teachers of economic geography will work out with their students the geographic relationships of countries or units, a more thorough grasp of the subject matter will be obtained. The students will have a better understanding of how and why the people live as they do in their own countries.

The relating of many factors in the environment is often necessary to explain an activity or a way of living. For example, a student may say, "In Egypt the people build houses with clay and with flat roofs because there is little rain, which means few trees, and the hot sunshine dries the brick. In a land of much rain, steep-roofed houses are built, and material different from sun-dried brick would be necessary for satisfactory construction."

Activities or Ways of Living

1. HOUSES:

- Building flat-roofed houses.
- Using sun-dried brick.
- Building houses with overhanging balconies.
- Sleeping on roof tops at night.
- Staying in the sardab or cellar in the daytime.

2. FOOD:

- Commonly used foods:
Dates, mutton, wheat, corn, beans, and vegetables.

3. DRESS:

- Wearing loose-flowing robes.
- Wearing white clothing that covers both head and body—loose-flowing robe and turban.

Factors in the Environment Related to These Ways of Living

- Little rain—8 inches at Alexandria and 1 inch at Cairo.
- Little good building lumber. Clay at hand. Large number of consecutive days of sunshine.
- Little rain.
- Little natural shade.
- Little rain. Cool nights.
- Hot sunshine. Hot winds. Wind-blown sand.
- Much sunshine. Little rain. Water for irrigation. Grass and water for flocks. Light winter rains. Practically no summer rains.
- Hot sunshine. Hot winds. Wind-blown sand. Cool nights.
- Hot sunshine. Hot winds. Wind-blown sand.

4. TRAVEL AND COMMUNICATION:

Using boats with tall sails.

Using sailboats going upstream.

Breaks in river journey.

5. WORK:

Grazing.

Farming.

Trading and carrying products.

Cultivating small farms—average farm is a little over 2½ acres and the average population per square mile in the agricultural area is 1,044.

Growing cotton—average yield per acre twice that of the United States.

Using dried animal dung as fuel.

A great navigable stream. Location of Egypt favorable for securing lumber from elsewhere.

Prevailing winds from the north. Banks in some places so steep and high that breezes are shut off from low objects.

Cataracts.

Grass and water for flocks.

Water for irrigation. Abundant sunshine. Scarcity of rain.

Suitability of camels and donkeys for desert travel. A great navigable river.

97% of Egypt is desert waste. Mohammedan law of equal division of inheritances. Canal irrigation makes possible two or three crops a year.

Ideal climatic conditions and the expansion of irrigation. Winters mild and short. No danger of frost during growing season. Good soils.

Hot sunshine. Scarcity of other fuel.*

* The relationships, in part, are quoted from the Springfield, Missouri, Course of Study in Geography.

PROFESSOR A. J. Lawrence, head of the department of business education of the University of Kentucky, has taken a year's leave of absence and is working on his doctorate at Teachers College, Columbia University.

Mr. Lawrence is president of the Southern Business Education Association and for several years edited the official magazine of that association, *Modern Business Education*.

His classes at the University of Kentucky during his absence are being taken over by Alton B. Parker Liles, who, for the past eleven years, has been an instructor in the Commercial High School of Atlanta, Georgia, and also head of the commercial department of the Central Night School of that city.

Mr. Liles is first vice-president of the Southern Business Education Association. He is working on his doctorate at the University of Kentucky.

MISS MARY WILLIAMSON resigned her position as instructor of retail selling and advertising at the Central High School, Sioux City, Iowa, in August to accept the appointment of retailing co-ordinator for the public schools of Richmond, Virginia. Miss Williamson is a specialist in the field of distributive education and offered courses last summer at the University of Denver.

The evening school program in Richmond is

especially well organized, with ten different types of classes in operation for store people. Miss Williamson has two large groups in a personalized-selling course.

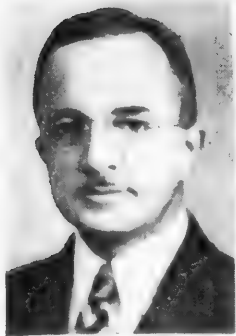
Miss Louise Bernard is supervisor of distributive education for the State of Virginia, and under her leadership that state is doing outstanding work in this field.

J. E. GEORGE, president of Enid (Oklahoma) Business College since 1904, has announced the appointment of three administrative heads:

Leonard Wedel is now principal of the commercial and accounting department. Mr. Wedel has a master's degree from Oklahoma University and has been a high school teacher for the past seven years.

Mrs. Clara Swanson is the new principal of the stenographic and secretarial department. Mrs. Swanson is a graduate of the Southwestern State Teachers College of Oklahoma and has one year of graduate work to her credit at George Peabody Teachers College. She is an experienced commercial teacher.

J. E. George, Jr., is registrar of the college and is in charge of the advanced accounting and business-administration department. Mr. George is a graduate of the Oklahoma Baptist University and received his master's degree in commercial science from Oklahoma University.



What Is a Course In Clerical Practice?

E. J. McLUCKIE, C.P.A.

THE commercial curriculum was formerly definitely directed toward the training of bookkeepers or stenographers. It is a matter of record, however, that many commercial graduates thus trained are obtaining jobs as clerks. Commercial educators have been urged to take the cue that this situation offers and to undertake the specific preparation of clerks.

This new division of our work calls for careful thought and planning. Teachers everywhere are asking themselves, "What is this clerical-practice course? Do we need thousands of dollars of machinery? What can be done if we cannot buy business machines?"

Where there is abundant and varied equipment, most teachers make the office-practice course a course in machine operations. This procedure keeps the youngsters busy and yet does not train them for positions such as that of bookkeeper or stenographer; therefore, some teachers feel, it must be commendable.

Help is needed, however, by the small high school with little or no machine equipment. It is here, also, that the need for getting away from the strict production of stenographers and bookkeepers is most keenly felt, because it is the small high school that is most often accused of being out of step for the reason that it produces more of these specially trained workers than their communities can absorb.

The suggestions that follow, made with these small town schools in mind, might also be followed by schools that have very limited units of machinery or even none at all.

First of all, let us define clerical practice. In our school, we lean toward the theory that a clerk as produced by the school is just as skilled a worker as a bookkeeper or stenographer. We feel that a businessman has as much right to expect certain standards of performance as he has to expect such standards in other workers.

We must, therefore, train competent clerks, and we must not use the clerical-practice course as a dumping ground. Rather, we must direct into it competent young people who do not wish to become specialists in either bookkeeping or stenography, but who wish to become specialists in clerical work. In other words, a clerk is a skilled worker and not just "anybody." It is significant in this connection to note that many of the successful executives in clerical matters in our offices were, and are, neither bookkeepers nor stenographers as such.

Clerical practice is a course for the training of skilled workers. What, then, is a skilled clerk? What can he do? What are his characteristics? What jobs does he actually do in business? What skills are required? How can we set up a course that

◆ *About Ernest James McLuckie:* Instructor and supervisor, State Teachers College, Indiana, Pennsylvania. Degrees: B.S. in Econ. and M. Ed, University of Pittsburgh; C.P.A., Commonwealth of Pennsylvania. Has published articles in several magazines. Many years of business experience in bookkeeping and accounting. In demand as a soloist and song leader for large gatherings; has also produced amateur plays. Active in civic and professional affairs; member of State Committee on Education, Pennsylvania Institute of Certified Public Accountants.

will develop the required knowledge and skill?

To meet the demand for skilled clerical workers, we have adopted the following setup: In place of the usual formal seating arrangements, the students work at several tables with which the office-practice room is furnished. Very seldom does the teacher lecture to the students. Most of the time they are working on jobs, while the teacher spends her time visiting with each student and developing materials.

The classes are limited to twenty members, each of whom works on a different job. Twenty different jobs are, therefore, in progress simultaneously; and the teacher is showing individual students the one best way to do the job, thus setting achievement and timing standards for each student. Students must repeat their jobs until they are performed exactly according to standard before they may proceed to the next job.

Students are developing simple skills, such as finding telephone numbers quickly; arranging several hundred invoices alphabetically by name in a limited time; deciding upon the best way to arrange a pile of letters and additional stuffers before starting to fill the envelopes. At all times, the students are learning the valuable clerical habit of first studying the job for the best way to do it, and then learning to do it efficiently and rapidly.

At the end of a semester or of a year, the student is turned out a self-respecting worker who is accurate, rapid, thoughtful, and efficient in doing those things that he is likely to be asked to do in his first contacts with business. He is not a skilled typist, but he knows how to address a letter on the typewriter or to make out an invoice. He is not a trained bookkeeper, but he can post a ledger from a journal and do it accurately. He is that new skilled worker that business needs.

We have suggested in the foregoing paragraphs the type of work done in this course. A suggested procedure for conducting the course follows.

The student is given a list of clerical jobs (shown here); the teacher has a duplicate. When a student finishes a job according to

standard and time, the teacher places his initials opposite the job on the student's list and also checks off this job on the duplicate copy of the list.

CLERICAL PRACTICE JOB SHEET

Required Abilities and Information

[Teacher's Initials
Indicate a Com-
pleted Job]

I. Duplicating Unit:

A. Mimeograph:

1. Make stencils. (1 EJM)
2. Put stencil on the machine. (2)
3. Adjust machine:
 - a. By raising and lowering. (3)
 - b. For side margins. (4)
 - c. For large sheets. (5)
 - d. For side margins. (4)
 - e. For notebook paper. (7)
4. Ink the machine. (8)
5. Change the pad. (9)
6. Run off copies. (10)
7. Cover machine. (11)
8. Preserve stencils. (12)

B. Mimeoscope—prepare stencil. ()

C. Ditto Machine:

1. Make master sheets. (13)
2. Run off copies. (14)
3. Dampen gelatine. (15)

II. Filing Unit:

A. Skill in filing:

1. Box. (16)
2. Steel. (17)
3. Varidex. (18)

B. Skill in finding:

1. Box. (19)
2. Steel. (20)
3. Varidex. (21)

III. The Burroughs Adding Machine:

A. Knowledge of the function of parts:

1. Tape and spacing. (22)
2. Use of keys and other mechanical parts. (23)

B. Ability to add with dispatch and facility:

1. Column of figures, accurately. (24)
2. A bundle of checks checked to tape. (25)

IV. The Comptometer:

A. Knowledge of the functions of the parts and the use of keys and mechanical parts. (25)

B. Ability to use machine:

1. Add a column of figures. (26)
2. Add and subtract in a column of figures. (27)
3. Add by touch. (28)

4. Multiply.	(29))
C. Extra credit:		
1. Special devices in each operation as gained from the manual.	(30))
2. Division.	(31))
V. The Burroughs Bookkeeping Machine:		
A. Knowledge of the use of all keys and mechanical parts.	(32))
B. Ability to use:		
1. Insert paper with dis-patch and set properly.	(33))
2. Pick up balance, add debits and credits, and get new balance.	(34))
3. Set date column, etc.	(35))
4. Adjust for ordinary add-ing and subtracting pur-poses.	(36))
5. Adjust for ordinary adding-machine purposes.	(37))
VI. Miscellaneous office devices:		
A. Check writer.	(38))
B. Stapling machine.	(39))
C. Postal scale.	(40))
D. Paper cutter.	(41))
VII. General clerical-abilities and information test:		
A. Requisitioning:		
1. Supplies for a depart-ment.	(42))
2. Business practice.	(43))
B. Shipping.	(44))
C. Preparation of invoices.	(45))
D. Stock keeping:		
1. Bin tickets.	(46))
2. Perpetual inventory records.	(47))
E. Receiving goods.	(48))
F. Sales tickets.	(49))
G. Paying employees for services.	(50))
H. Computation of Social Security Tax.	(51))
I. Folding letters for envelopes:		
1. Small.	(52))
2. Large.	(53))
3. Small window.	(54))
4. Large window.	(55))
J. Addressing envelopes:		
1. Large.	(56))
2. Small.	(57))
K. Telephoning.	(58))
L. Use of time tables to plan itinerary.	(59))
M. Use of reference books:		
1. Directories.	(60))
2. Dictionary.	(61))
N. Read proof.	(62))
O. Arranging statistical mat-ter from rough form.	(63))

P. Bank reconciliation.	(64))
Q. Transcription.	(65))

In carrying out the foregoing list of clerical activities, it is suggested that each job be done according to an ideal standard set up by the teacher, and that this standard have a certain time limit established.

A list of students' names, followed by job numbers, is posted on the bulletin board. When the student finishes a job, he checks off the number. He can see at a glance, therefore, how his work is progressing.

Inasmuch as many different jobs will be in progress at the same time, the teacher might find it difficult to give instruction in each job. This contingency can be met by selecting certain capable students and giving them the instruction first, preferably with printed instruction data, and then assigning these students as assistant teachers to instruct the other students as they are ready to undertake each particular job.

Some of the jobs are described in more detail in the following paragraphs:

The clerical work under Section VII-B—Shipping—is worked out as follows:

In our clerical-practice room we have two or three hundred books, simulating the stockroom of a business house. The student is given twenty-five shipping orders, each calling for four books. He must fill these orders in 7 minutes.

He must go to the bookcase, select the proper books, pile them on the desk, and check them off on the shipping orders. This is one job, and it must be done efficiently and on time before it is considered as accomplished.

The twenty-five shipping orders are then turned over to another clerk who, using a price list, extends the orders in a prescribed time.

A third job is the invoicing of the shipping orders by a billing clerk, according to a time standard.

Teachers can make up time standards with not too much effort by going through the necessary motions, timing themselves with a stop watch. The time set may be a little too high or a little too low, but a set stand-

ard of achievement is easily developed. A teacher knows his fast students and cannot err if he has them set the pace.

The aim of the course is not to teach the efficient performance of one transaction, but to develop speed, dispatch, and tidiness in accomplishing a certain quantity of work. As a matter of fact, there is a three-fold procedure: first, study of the best way to do the job before touching the materials; sec-

ond, arrangement of this material in the best way; third, performance of the assignment efficiently and without waste motion.

The teacher in a clerical-practice classroom has demands upon every minute of his time if he adequately performs the difficult job of personally supervising each student. The finished product of this course should be described as a competent clerk, a person whom any businessman would hire.

The Wandering Week

EVEN before the recorded beginnings of civilization, time puzzled man. He calculated by "sleeps" and by "winters." It was when he invented months and weeks that he became completely tangled up. As a result, not only do we find ourselves unable to get as many years as we should like; we cannot even keep track of the days and months in the years we do have.

The search for the ideal calendar is still going on, although the problem has been solved temporarily in past ages by such dignitaries as Julius Caesar, Pope Gregory XIII, and Omar Khayyam (who was an astronomer primarily and a poet incidentally). At present, we use the Gregorian calendar, which created a sensation 357 years ago because its adoption "stole ten days out of men's lives."

The nations of the world, through activities of the Council of the League of Nations, are considering the adoption of a new calendar. It is reasonable that a problem of such magnitude should attract the thoughtful attention of the National Education Association, whose sub-committee on calendar reform, headed by Margaret M. Rock, has gone on record as recommending the adoption of the World Calendar.

The consensus seems to be that the much-discussed Thirteen-Month Calendar is satisfactory in theory but unacceptable in fact. One reason is that it would contain thirteen Fridays falling on the 13th of the month, and treiskaidekaphobia (morbid fear of the number 13) is no laughing matter to people who are afflicted with it.

This dismal array of thirteens does not occur in the World Calendar, which has been

recommended to the N.E.A. by Miss Rock's committee. According to the World Calendar, the twelve months are maintained with their present names; the year is divided in four equal quarters, each quarter consisting of corresponding months of 31, 30, and 30 days.

Year Day or Year End Day would be dateless, between the end of December and the beginning of January; Leap Day or Leap Year Day would come between the last of June and the first of July.

As Miss Rock suggests, adoption of the World Calendar would relieve us of the necessity of giving instruction in the different lengths of months, and "the calendar would be brought within the framework of orderly arithmetic. . . . Holidays might sometimes intrude themselves into the middle of the week, but they could not wander all over the week."

The advantages to business are obvious.

There are other advantages: No more would we have to recite "Thirty days hath September" or teach it to the young; no more would getting the wrong sheet of a desk calendar upset all calculations as to publication dates of this and other magazines; no more would anyone wonder on what day a semimonthly payday would fall. It would always fall on an easily remembered day—and that would always be, as it is now, about four days too far off.—D. M. I.



THE thirty-third annual convention of the American Vocational Association will be held in Grand Rapids, Michigan, December 6-9.

Practical Pointers On Word Division

WILLIAM R. FOSTER

East High School, Rochester, N. Y.



EDITOR'S NOTE—This is the final installment in a series of four articles on word division. Mr. Foster presents, in concentrated form, the principles of word division. By judicious space saving and the use of elite typewriter type, you should be able to reproduce this material on two pages, size 8½ by 11, if you wish to duplicate it for your students. You need no permission from the BUSINESS EDUCATION WORLD, although a line of credit at the end would be appreciated.

PRINCIPLES FOR WORD DIVISION AT LINE ENDS FOR THE GUIDANCE OF TYPISTS

TRY to avoid word division wherever possible, as long as you can maintain fairly even right-hand margins, because several lines ending with hyphens produce an unpleasant bristling and broken appearance. Repeated divisions also hinder the reader in his effort to understand the thought.

But if you must divide in order to approximate the absolutely even right-hand margin printers can achieve, divide according to pronunciation—*not* according to derivation. See to it that (1) the division interferes as little as possible with the process of getting what the word is and that (2) at least three characters will be carried over to the next line.

The following rules embody the principles just stated:

I. Divisions are made at the ends of syllables: that is, according to pronunciation. Therefore:

A. Monosyllables are not divided: *thoughts, hates, passed, widths.*

B. A syllable carried over must contain both a printed vowel and a pronounced vowel; *doesn't* is indivisible because the second syllable does not contain a printed vowel. *Pastes* and *mosque* are indivisible because each contains only one pronounced vowel.

C. The fact that pronunciation is our guide accounts for the difference in syllabication between *de-moc-racy* and *dem-o-cratic*; *re-cord* (v.) and *rec-ord* (n.).

D. Note that we do not carry over less than three characters, counting punctuation marks as well as letters. We do not divide *wooded*, but may divide it when it is followed by a punctuation mark: *wood-ed*. Of course there would be no real situation in which it would be necessary to divide words of four letters only, and few occasions for dividing five- and six-letter words, especially words like *ideas* and *abides*.

II. Although the following kinds of division impede somewhat the even flow of the reader's thought, they are permissible, if necessary:

A. The last word on a page.

B. Compound words at other than the compound point.

C. A person's name.

D. Amounts expressed in figures. We divide only after a comma, using a hyphen as with words: \$223,189,-123.25 might be divided \$223,- or \$223,189,-.

III. The past-tense ending *ed* is often not pronounced as a separate syllable

(*passed, received*): and even when it is a separate syllable (*wooded*), it is seldom divided, as explained in I-D, above. Still, we are so accustomed to the two thought elements of root word and suffix that when, at times, we find it highly desirable to make such a division as *equip-ped*, we are yet keeping the thought elements intact, despite the fact that *ped* is not a syllable. With root words ending in a *d* or *t* that is doubled when adding the past-tense suffix, division is always correct: *pad-ded, outfit-ted*.

IV. To help the reader understand the thought, we divide before the suffix in words ending with double consonants in the root: *express-ible, add-ing, bill-ers, less-ens*. Elsewhere we divide between the double letters: *expres-sion, ad-dition, bil-let, les-sons, drop-ping*. (Pronunciation was not involved in that rule.) But note the difference between *profess-ing* and *profes-sor*. The reason is that *or* is seldom pronounced without an accompanying consonant: *fac-tors, gover-nor, opera-tor*.

V. The following suffixes are sometimes exceptions to the general procedure of dividing according to pronunciation:

-age: *post-age*; but *cover-age* is divided according to pronunciation.

-ance, -ence: *attend-ance, correspond-ence*; but compare *con-ven-ience*.

-ant, -ent: *assist-ant, account-ant, correspond-ent*; but *appli-cant* is an exception.

-ary: *bound-ary*, but compare *dispen-sary*.

-en: *length-ens*, but *bro-ken* is divided according to pronunciation.

-ern: *east-ern*.

-ian: *guard-ian*, but *custo-dian* is divided according to pronunciation.

-ing: *record-ing* (to help the reader get the root word, two different consonant sounds followed by *ing* are not divided as pronounced); *joy-ing, mak-ing* (for a somewhat similar reason we divide after the root when silent *e* is dropped before *ing*)

VI. The following peculiarities occur often enough to warrant notice:

A. Divide after *x*: *anx-ious, complex-ion*.

B. Pronunciation, not abbreviation, de-

termines the division: *Aug-ust, Sep-tember, Oc-tober, No-rember, De-cember, an-swer, com-pany, Da-kota*.

C. In *pass-able* and *contempt-ible*, *a* and *i* are syllables; and the division shown is preferred by some persons to *passa-ble* and *contempti-ble*. But note that in *ame-na-ble* and *pos-si-ble*, *a* and *i* are not syllables.

D. The dash and the ellipsis [...] are the only punctuation marks that may be placed either at the end of a line or at the beginning of the next.

E. In the 'teens, divide *-teen* except in *eight-teen*.

F. Such misleading divisions as *read-just, hide-ous, rear-range, every-body* are obviously out of the question under any circumstances. Of course such divisions as *re-adjust, hid-eous, re-arrange*, and *every-body* are preferred.

When in doubt, be sure to consult your dictionary. But remember dictionaries show all syllables, and not all syllables constitute good divisions at line ends. If your dictionary shows accents in its syllabication, they represent the ends of syllables just as much as the hyphen or the centered period used for the other syllable ends. Compound words are shown in all dictionaries (except Webster's Second Edition, which uses a normal hyphen) with a longer or a thicker mark than the usual hyphen.

Look up *self-denial* in your dictionary as a guide. The first mark of division will be for the compound, the second will be for the unaccented syllable, and the third (in some dictionaries) will have an accent.

B.E.W. Index for Volume XIX

A FEW hundred copies of the index to last year's B. E. W. (Volume XIX) are still available for our subscribers and will be sent upon request as long as the supply lasts.

Please enclose with your request a self-addressed No. 10 envelope with 1½ cents postage affixed.

Practical Aspects of Commercial Law

R. H. BALL

Commercial Law Instructor, High School, Ashtabula, Ohio

EDITOR'S NOTE—We do not care to go on record as recommending that teachers be assigned to teach courses for which they are not prepared, but we should like to know what you would have done in similar circumstances.

I SHOULD like to make clear at the outset that I am not a lawyer, have never studied law, and that my only experience in court has been as an observer and not as a participant.

Since commercial law in our school is required only of commercial students, we never need more than two or three classes each semester. I was assigned to teach the law classes, not because my qualifications were any better than those of other teachers but rather as a side line to my English classes, the idea being, probably, "anyone can teach business law." This put me in the position of a football coach who has never played the game and has seldom seen it played.

Naturally, I had to experiment to find a satisfactory method of interesting the class. The results of the first semester's work were not impressive.

That semester's work did teach one thing, however! Law is a practical course, I realized; if I could approach it from that standpoint and convince the students as I had convinced myself, I would have a foundation upon which to build. I think there is no question that, if a teacher believes in the practical importance of his subject, his only problem in teaching it successfully is to find the right method.

Having hit upon what I considered a satisfactory approach, I asked the students to bring in all the legal problems that came into their home lives or those of their relatives, friends, and neighbors. I think it is best to specify that the student use fictitious names. This might save embarrassment, and it will insure a better response.

The response in this project was amazing, as was the frankness in presenting the cases, once the idea caught on.

It is not wise for the instructor to set himself up as a judge in the cases discussed. He should make it clear that he, too, is an amateur in law. His function is to point out the aid the text offers in the cases discussed and to stimulate the interest of the entire group by showing the correlation between home life and practical school education.

There is an old saying to the effect that an amateur lawyer is not much less dangerous than an amateur doctor. Attorneys are usually glad to give general information on the cases that the class cannot solve.

This study shed light on the cases found in our law textbook. I had wondered just how those cases were selected. It had seemed that they were not very clean cut and that they were rather involved for the average high school student. But we found that most cases aren't clear, simple, decisive. They have many ramifications and loose ends. Most of them, however, can be solved fairly satisfactorily by reference to the text.

One of the most interesting parts of this study is an examination of the types of contracts the students bring to class. These are either the ones that interest them most or are the types most often brought up in their home circles. I think a record of these cases over a period of years would cast some light on the economic situation in the average American home. For instance, probably the type of case most discussed at the present time is concerned with installment sales and the rights of the debtor who cannot meet his payments. Other types of contracts in which students seem to be interested particularly are minor's contracts (very naturally), master-and-servant relationship, stockholder's rights, checks, bailments, and bankruptcy.

Obviously, we are studying the kind of

law that the ordinary person is interested in. It is the kind that he has to do with from time to time in his own life. The fact that friends and neighbors can produce cases of these types indicates to the student their practical, everyday value. His natural reaction is to protect himself against the misfortunes that have befallen others because of some fact they had never had a chance to learn.

For the sake of experiment and to satisfy my own curiosity, recently I tried a semester's experiment of the practicality of this method. One section was encouraged to bring in everything they could find pertaining to law, while another section simply plodded through the text.

Even allowing 5 per cent for a possible difference in intelligence, I found the first section did much better work, even with those chapters for which cases were difficult to find outside the text. The average grade for the first section was about 12 per cent higher than that of the second section. Allowing for the 5 per cent, that leaves a 7 per cent difference in the final comparison—proof of the value of this method of teaching business law. Then, of course, there was the heightened interest in the first class, making the period more enjoyable as well as more profitable.

I am inclined to believe that the modest success I have had with this project indicates that one good way of awakening a student's interest in commercial law is to build the course on things that have a practical value and a direct tie-up with his home life. The other principles discussed in the course will be absorbed much more easily as a result of the student's increased interest in business law.

It will be noticed that many of the phases that first engage the student's interest are parts of some larger unit. For example, installment sales are but a division of conditional sales; checks are but one of many negotiable instruments. The student's interest in and grasp of one of these divisions will tend to create an interest in the unit as a whole, the result being that he gains much by this natural process that he otherwise would possibly have passed by.

C. E. A. Yearbook Ready

THE 1938-1939 yearbook of the Commercial Education Association of the City of New York and Vicinity came off the press in October. It consists of two volumes, entitled *Highlights in Commercial Education* and *Achievement in Commercial Education* (Contributions of Research).

Mrs. Emma K. Felter, secretarial first assistant, Walton High School, New York City, is president of the Association. Benjamin F. Davis, secretarial first assistant, Andrew Jackson High School, St. Albans, Long Island, is editor of the yearbook.

The two volumes of this yearbook deserve a place in the professional library of all business educators. Copies are procurable at the New York University Book Shop, Washington Square, New York City, at \$1.25 each.

INDIANA State Teachers College, Terre Haute, has announced that its new Fine Arts and Commerce Building will be completed by February 1. The commerce department will then take over the entire second floor of the new building, which is sound-treated throughout.

Approximately \$10,000 has been spent for mechanized office equipment to be installed in the new building. It is believed that Indiana State will have one of the most modern collections of office machines for instructional purposes in the United States.

Shepherd Young is the head of the commerce department.

EDWIN A. SWANSON, who accepted the headship of the department of commerce of the Arizona State Teachers College at Tempe this fall, has been appointed editor of the *National Business Education Quarterly*, the official publication of the N. E. A. Department of Business Education.

The *Quarterly* enjoys the well-deserved reputation of bringing to business educators scholarly discussions of our major pedagogic problems. Dr. Jessie Graham, of Los Angeles, last year's editor-in-chief of the *Quarterly*, and a distinguished group of associate editors issued four numbers devoted to (1) business education on the junior level, (2) secretarial subjects, (3) personality in business, and (4) what is new in business education.

The department officers have made an excellent selection in Dr. Graham's successor.

Mr. Swanson extends an earnest invitation to all interested in business education to send him ideas, suggestions, and advice for this year's series of quarterlies.

How to Prepare Your Radio Program

DOROTHY M. JOHNSON

IF you were to be called into the office of your supervisor and informed casually, "Next month the commercial department will have its turn at presenting a radio broadcast," what would you do? (If this has already happened to you, what *did* you do? Please write and tell us.)

Before you can plan your broadcast, you must identify your purpose. We discard immediately, of course, the aim "to get it over with."

You may wish to explain your department's work, to publicize the names of outstanding students who are ready to graduate and seek employment, or simply to entertain your listeners. A combination of good judgment and good fortune may enable you to do all three.

Sister M. Therese, of Madonna High School, Aurora, Illinois, produced such a broadcast, with nine students who were fast typists and excellent shorthand writers. All of them had earned the 140-word *Gregg Writer* award.

We present here, through the co-operation of Sister M. Therese, the announcer's script of the half-hour program. Editorial explanations are shown in brackets.

Script of Radio Program

I. STATION IDENTIFICATION.

II. GONG (*strikes five times as students type to rhythm pattern*).

III. ANNOUNCER: This afternoon the commercial department of Madonna High School is presenting a typing and shorthand demonstration. The nine students who won their 140-word pins from New York in December and who are appearing on this broadcast are Vera Dahlin, Jeanne Doran, Cecilia Franzen, Anita Hettinger, Eleanor Jungels, Olive Kish, Florence Meggesin, Mildred Millen, and Mildred Schiller. Sister M. Therese, commercial instructor at Madonna, is directing the program. You will now hear the students write to a rhythm record, and take a one-minute timed test for accuracy. When the bell rings, time will be up and the results will be announced. (*Students type.*)

[Gregg Rhythm Records, Nos. 6, 8, and 9, were used during the program.]

IV. ANNOUNCER: (*Announces names of students with perfect copy.*) Students will now type for accuracy and rhythm as a warming-up exercise for speed. (*Students type.*)

V. ANNOUNCER: This time the girls are going to type to a rhythm record, and for one minute for speed only. Results will be announced. [The fastest typist wrote at 119 words a minute, and all wrote over 95.]

VI. ANNOUNCER: (*Reads names of students, with their scores.*) The Madonna students will now give a classroom demonstration on shorthand technique. They will take a letter from dictation at the rate of 125 words a minute for one minute. After the dictation, we will have individual students read back their notes. (*Teacher dictates letter. Students read back notes.*)

VII. ANNOUNCER: Next, you will hear Sister Therese dictating *Congressional Record* matter at the rate of 140 words a minute for 2 minutes and, again, students read back their notes. (*Teacher dictates letter. Students read back notes.*)

VIII. ANNOUNCER: Students will now take shorthand dictation at the rate of 150 words a minute for one minute. (*Students read back notes.*)

IX. ANNOUNCER: Students will now take dictation at the rate of 160 words a minute for one minute—*Congressional Record* matter. (*Students read back notes.*)

X. ANNOUNCER: You have just heard a group of nine senior commercial students of Madonna High School in a classroom demonstration of typing and shorthand skills. Students were: Vera Dahlin, Jeanne Doran, Cecilia Franzen, Anita Hettinger, Eleanor Jungels, Olive Kish, Florence Meggesin, Mildred Millen, and Mildred Schiller. (*Students again type to gong in rhythm pattern as program goes off the air.*)

In the original script, the roman numerals, denoting the parts of the broadcast, extend into the left-hand margin for the announcer's guidance.

Sister M. Therese reports that the typing that opened the program sounded "like tap dancing, with cannonading when the carriages were thrown."

The listening public enjoyed the unusual presentation and said so in fan letters re-

ceived by Station WMRO, Aurora, which broadcast the program.

Some Plays Are Adaptable for Radio

Two other resourceful teachers, Dorothy Little, of Gulfport (Mississippi) High School, and Helen S. Collins, of Helena (Montana) High School, unknown to each other, adapted for radio use a commercial play that had been published in the BUSINESS EDUCATION WORLD.¹

This is Miss Little's report:

Our local radio station sponsors a broadcast of school news each week, and last week the Commercial Club was featured. We could not use the whole play, as we had to give some information about the club and our time was limited. It was my first experience in writing script for a radio program, and I was a bit nervous over the outcome of the performance, but we have received much praise for the effort.

Miss Little's students also produced the entire play on the stage a week later.

Miss Collins' report of her broadcast follows:

It is the policy of Helena High School to present a broadcast each week to acquaint the public with the curriculum and the activities of the school. When the director of the broadcasts asked me for a program from the commercial department, I hit upon the idea of having my classes present the play, "To Err Is Human, But . . ."

The local authorities requested that I write you for permission to give it over the air. After receiving your permission, my typing class made Ditto copies for each person in the cast. You see, I used that as an extra project.

We broadcast from the stage in the high school auditorium, where special wiring had been installed. The technical director from the local station assisted in the actual broadcasting, but we had our own local student announcer from one of the speech classes.

The other teachers in the commercial department excused their classes, and those students assembled with mine in the Little Theater to hear the program.

The pupils seemed to enjoy doing the broadcast—they were very particular about all sound effects. Some of them had been on radio programs before, but for most of them it was a new experience.

¹Kieffer, Elizabeth M., and Barnum, Irene, "To Err Is Human, But . . .," The BUSINESS EDUCATION WORLD, February, 1938, pages 500-506.

I didn't have to cut the play, nor did I have any difficulties. The pupils were very enthusiastic about it, and I feel it was worth the time and effort put forth.

Your turn to broadcast may not yet have come, but why not prepare for it by investigating some of the helpful literature available? Here is a short bibliography; there was another at the end of the radio article in the October issue of the B.E.W., you will recall.

Perhaps your radio-writing ambitions have been thwarted. But if you have an idea for a commercial-education program and would be willing to share it with your colleagues, why not write me a letter about it? Your unproved idea may turn out to be a lifesaver for someone else. To phrase this thought in another way: Don't hoard that acorn—it will be more useful as an oak tree.

Have You Read These Booklets?

On Your Job. Handbook containing synopses of the weekly vocational-guidance scripts, book lists, and a guide, by Dr. Harry D. Kitson. Single copies, 10 cents. Address Columbia University Press, Columbia University, New York, New York.

How Schools Can Use Radio. Teacher guide written by Dr. Franklin Dunham, NBC Educational Director. Address NBC.

How to Use Radio, and How to Use Radio in the Classroom. Guides for classes in radio and the general use of radio by schools. Address National Association of Broadcasters, National Press Building, Washington, D. C.

Broadcast Receivers and Phonographs for Classroom Use. A survey, report, and suggestions, compiled and published by the Committee on Scientific Aids to Learning of the National Research Council. Address the Committee at 41 East 42d Street, New York, N. Y.

Have You Heard These Broadcasts?

DON'T FORGET. Alan Prescott's helpful hints for developing one's power of recollection. Fridays at 8:30 p.m., EST., NBC Blue Network. Practical suggestions for those who teach as well as those who learn. Don't forget.

ON YOUR JOB. Vocational-guidance program, presented in co-operation with the National Vocational Guidance Association. Dramatizations by Frank Ernest Hill, of the American Association for Adult Education, and Raymond C. Scudder, of NBC. Commentator, Dr. Harry D. Kitson, editor of *Occupations* magazine and professor of education at Teachers College, Columbia University. Sundays at 12:30 EST., NBC Red Network.

The Operation of A Business Machine Practice Project

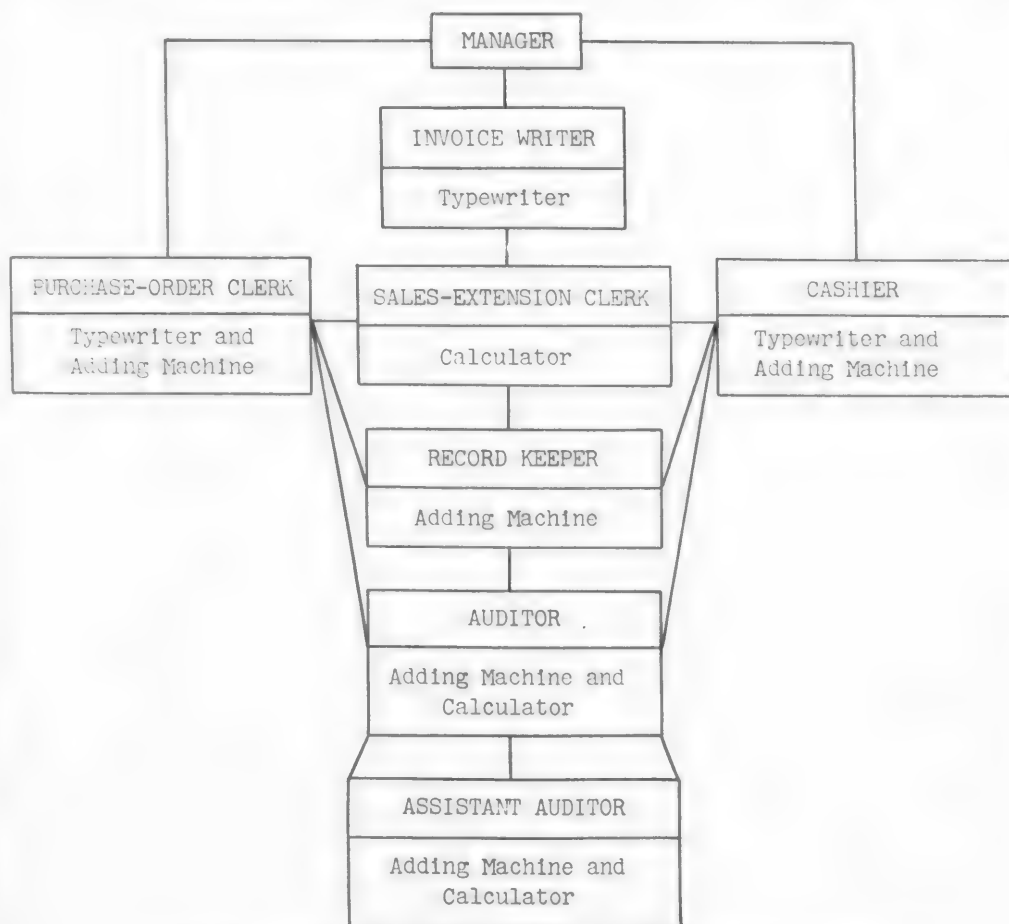
The Duties of Each Position and the Relation of That Position to the Flow of Work

ALBERT STERN

WE assume that the teacher, through asking a series of questions, has convinced himself that the students have understood thoroughly the preliminary instructions for the machine-practice project (as given in the September and October issues of the B.E.W.). The students have been assigned to their respective groups, and each group has been assigned its place and its equipment. An ample supply of the

forms necessary for carrying out the project—sales invoices, purchase orders, checks with stubs, deposit slips, and ledger sheets—has been prepared.

The teacher now designates the position that each group member is to fill. The positions in each group and their relation to the flow of work may be indicated by a diagram such as the one illustrated. The chart also shows the machines to be used



BUSINESS MACHINE PRACTICE PROJECT ORGANIZATION CHART

by the various "employees" in the project.

The students must understand that this chart is intended to show only the plan of the organization and does *not* show degrees of importance. Each and every position must be filled efficiently to insure proper functioning.

Duties of Group Members

The manager receives from the teacher, at the beginning of each day, a list of transactions. These transactions include not only purchases and sales but also the usual items found in a bookkeeping narrative, such as deposits, checks drawn, receipts, etc. The manager's first duty is to distribute the assignments to three students in his group who will act as the originators of all work to go through the project. These three, whose duties will be explained hereafter, are the purchase-order clerk, the invoice writer, and the cashier.

The manager supervises all work and, by helping all students who have difficulties in using the machines and by seeing that the equipment is always in use, acts as assistant to the teacher. He should arrange the work so that one student is not overburdened while another is idle, and he should assist any clerk who cannot manage by himself. The manager should also report to the teacher on the progress of all work.

The purchase-order clerk receives from the manager all the purchase-order transactions for the day and, using pen and ink, fills out a duplicate purchase-order blank for each transaction. When the amount, item, and price have been entered, he uses a calculator to find the extension and either an adding machine or a calculator to find the total cost. If any discounts are to be taken, they should be figured on a calculator and the net amount of the order should be indicated.

The invoice writer receives the day's sales transactions from the manager. Using a typewriter, he prepares, in duplicate, invoices for all sales on credit and summary lists for all cash sales. The invoice writer's work is limited to typing the descriptive parts of the invoices and summary lists, including quantities, items, and prices.

AUTHOR'S NOTE—I wish to make acknowledgment to Irving Bloch and Oscar Hanigsberg, who made suggestions for this project as to the office setup of employees, their duties, and the routine of procedures.

These two young men were members of my class in methods of teaching office practice, at the College of the City of New York, when I took up the problem discussed in this series of articles.

—ALBERT STERN

The sales-extension clerk takes the originals and duplicates of the invoices and the summary lists of the cash sales and, using a calculator, extends and totals them.

The cashier receives from the manager a list of cash receipts and payments for the day. Using this list, he prepares the deposit slips in duplicate and draws the necessary checks. He also fills out the stubs of the checks and keeps a running balance of the checkbook, indicating on the reverse of the stub the name of the customer from whom cash has been received and the amount of the cash sales.

The record keeper keeps a record of customers' and creditors' accounts. His entries are made from the duplicate purchase-order slips, the duplicate sales invoices, and the record of cash received and paid on the checkbook stub. Every day he should compile a list of amounts due from customers and due to creditors. A calculator or an adding machine should be used to facilitate the work of totaling these amounts.

The auditor and the *assistant auditor* check the extensions and totals on the purchase orders and sales invoices, the deposit slips and checkbook, and the work of the record keeper. All items should be checked against the list of transactions handed to the manager by the teacher. Whenever possible, machines should be used to facilitate the audit.

The work of the purchase-order clerk, the invoice writer, and the cashier should be kept up to date at all times. To this end, the sales-extension clerk must calculate his cash sales first so that the cashier can prepare the deposit slip, and the cashier must write his checks first while he is waiting for the summary list of the cash sales. The work

of the record keeper and the auditors may lag by one class period, but should be as near as possible to the work of the rest of the members of the group.

The principal objective of this project is to give as many students as possible an opportunity to use the equipment. No one student, therefore, is to use a given machine for the entire period. The chief task of the manager is, on the one hand, to see that his equipment is used as completely as possible and, on the other hand, to avoid waste of students' time by suggesting some other task until a needed machine is free.

Class Procedures

Before each lesson the teacher calls the managers of the four groups for a business conference. He has with him, already prepared, the following material:

Data for four purchase requisitions. The nature of the purchases depends upon the type of business conducted.

Ten sales to customers, depending upon the type of business.

Six payments of customers' accounts.

Three or four accounts payable to be made.

Each manager is to make a copy of these transactions. When the session begins, each manager calls his group to him for a discussion of the work of the period. He gives the purchase requisitions to the purchase-order clerk, who fills out from them a number of blank purchase orders, making one original and two carbon copies. The original is to be sent to the vendor, one copy is to be filed, and the other is to be given to the record keeper by his manager. The auditor will check the record keeper's copy, on either the adding or calculating machine, depending upon the nature of the work and the equipment.

The manager selects the sales orders and calls the invoice writer and sales-extension clerk. He explains briefly to them the nature of the work. The sales-extension clerk quickly calculates the first order on the calculator assigned to his group and makes the necessary extensions and calculations; he then gives this first order to the invoice writer, who makes one original and two carbon typewritten copies.

While the invoice writer is typing invoice No. 1, the sales-extension clerk is figuring the remaining invoices. As each invoice is completed on the typewriter, it is returned to the sales-extension clerk for final checking on the calculating machine. When the invoice is completed, the invoice writer gives one copy to the cashier, who makes the necessary entry and then gives his copy to the record keeper for the entry of the proper charge to the customer's account. The invoice writer keeps one carbon, and the original is (theoretically) mailed to the mythical customer.

The manager gives the list of payments received from customers to his cashier who, in his capacity of customer's cashier, fills out the necessary check and stub; then, in his capacity of company representative, he makes the entry in his own records. Finally, he gives the check to the record keeper, who credits the customer's account. The record keeper estimates the customer's new balance by using the adding or the calculating machine, whichever is available.

The auditor (or his assistant) each day audits the accounts of the record keeper and the cashier and those of the purchasing-department clerk, to see that all entries have been properly made and that all records are correct.

The accounts payable on which payments are to be made are given to the record keeper, who checks the items according to his records and initials them; he then gives the accounts to the cashier, who makes the necessary payments by filling out checks and stubs.

Comments on the Business-Machines Project

It will be noted that more than one student is assigned to a given piece of equipment. The adding machine, for example, because it is assigned to five persons of each group, at times must be used by several people. There are several reasons, both practical and educational, for this procedure. Everyone in an office uses the adding machine at one time or another. That does not mean that all use it simultaneously; in fact, an adding machine is rarely used for

any length of time by any one employee. No office will buy more equipment than is necessary, and employees must learn to adjust their work accordingly.

Not only is this good business; it is also important for us to train our pupils to be tolerant with one another, to find other tasks while a needed piece of equipment is in use. If they do not find tasks, their manager should quickly help make the necessary adjustment.

In addition, what finer social education can be given than that in situations thus arising? A boy finds he needs an adding machine. He looks up, and sees another using it. He may now do one of two things—exercise a little patience and initiative or make a demand upon his classmate. Either they settle their problem quickly and in a friendly manner or their manager adjusts the situation. If the manager cannot, the teacher does.

To give training that *enables* our young

people to live and work in harmony with one another is truly one of the noblest functions of education. Should we not, therefore, as an objective in education, set up situations wherein our students must exercise the ability to work together and adjust their needs to the needs of their fellows?

The trouble with much of our schoolwork is that it *is* schoolwork and not *life*-work, in which our students must participate as reasonable and considerate human beings and not as regulated and regimented subordinates.

The teaching of office practice and office machines through integration is not an easy task; the teacher will find it a more difficult procedure than the rotation method. Perhaps, also, a lesser degree of mechanical skill is developed. But, may we not ask, are the real values in business education merely skills, or are they the development of such character traits as will make for finer and happier business adjustments?

Catholic Association Sponsors Typing Contests

THE National Catholic High School Typists Association will sponsor two typewriting contests during the current school year. Contests will be open to Catholic high schools throughout the land.

Membership in the Association costs \$1.50; this payment entitles a school to enter one or both annual contests. In the Every-Pupil contest, to be held March 14, 1940, each contestant pays an additional fee of 10 cents. Both annual contests are held under ideal home-room conditions in the respective typing rooms of the participating schools.

At the annual business meeting held recently, it was agreed by the officers that the contest should last 10 minutes instead of 15 minutes. Other changes relative to correcting tests have also been made. Application forms and copies of the new constitutions, giving full details, may be obtained by writing to Father Matthew Pekari, director of the Association, at St. Joseph's College, Hays, Kansas.

Champion trophies and second- and third-

place trophies will be awarded to the highest-ranking schools according to class median.

Teachers of typewriting who desire to enroll their classes may do so at once. The final date for the receipt of applications is March 1, 1940.

The officers of the National Catholic High School Typists Association are as follows:

Honorary President: The Reverend Alfred Carney, O. M. Cap., president, St. Joseph's College, Hays, Kansas.

Honorary Vice-president: Sister M. Remigia, C. S. A., principal, Girls Catholic High School, Hays, Kansas.

President: Lt. Col. G. W. Gatschet, St. Joseph's College, Hays, Kansas.

Vice-president: Reverend Father Matthew Pekari, O. M. Cap., St. Joseph's College, Hays, Kansas.

Secretary-treasurer: Sr. M. Lucida, C. S. A., Girls Catholic High School, Hays, Kansas.

The Association extends a hearty invitation to all Catholic high schools to join the typing projects and to help create a spirit of real enthusiasm in typing departments.

Wondering AND Wandering



WITH

LOUIS A. LESLIE



RECENTLY there has been much made of the "discovery" that occasionally a high school teacher may be intellectually inferior to one of his pupils. A Canadian newspaper commentator points out that that truth had already been suspected in the case of the teachers who gave lessons to Mozart, John Stuart Mill, and Macaulay.

• • As shorthand teachers, we are even more interested than other teachers in the size of the vocabulary of the ordinary person. For years we have been told that most people get along with an incredibly small vocabulary. We have been told that some people use only a few hundred different words throughout a lifetime. This has never seemed plausible to me and, therefore, I welcome enthusiastically the message of hope that comes from Dr. Robert Seashore, of Northwestern University.

According to the report in *Time* (September 18), Dr. Seashore told the American Psychological Association that his experiments indicate that average college students could recognize 61,000 basic and 96,000 derivative terms in an unabridged dictionary, a total of 157,000 words. Dr. Seashore said that the bright college students could recognize 190,000 different words.

This sounds almost too good to be true, but it is at least more encouraging than the thought that some of us get through life with 700 words as a total vocabulary! Even

allowing Dr. Seashore a liberal margin of error, we can readily see why the shorthand teacher must not restrict himself to the one thousand or the five thousand most frequently used words.

While it is still true that the same thousand words, recurring over and over again, constitute the greater part of our shorthand writing, it is equally true that the pupil must be able to create instantly the shorthand outlines for tens of thousands of new words. Even the most expert shorthand writer constantly hears in dictation words that he has never written before or has not written for so long a time that the outlines have completely passed from his memory. It is relatively easy to pound the "thousand commonest words" into the student's head. The really difficult job is to give the pupil the power to compose new outlines fluently and legibly.

• • And speaking of vocabulary—one night last season the Metropolitan Opera Association announced in the program its gratitude for the "gift of two teasers and a tormentor."

Let us not be misled by these words into supposing that the Metropolitan Opera Association planned to use these objects for the torture scene in *Tosca*. Those of you who have had experience with amateur theatricals will know the meaning of "tormentor" and "teaser" used in this connection.

• • Every now and then my antiquarian instinct leads me to something especially choice in one of the older shorthand magazines. This time, while looking for something else, I found a brief biography of one of the first women to enter the field of shorthand reporting. Today we take it for granted that women become shorthand reporters, but there was a time when the woman in the shorthand reporter's chair was a novelty. The following account was taken from *Browne's Phonographic Monthly* for December, 1881.

MISS ALICE C. NUTE, a Western star of hope for lady stenographers, was born in Boston, Mass., something less than a hundred years ago. She fitted herself for telegraphing, and, for a time,

was one of the most expert operators of the Western Union Telegraph Co. Feeling keenly the injustice of doing equally as good work as gentlemen telegraphers, and not being allowed the same wages for it, she naturally turned to our art, where contemptible distinctions on account of sex, in the matter of wages, are ignored—learned the art, and secured a salary of \$1,200 a year for her work, after devoting but eight months time to the study of phonography. In 1877, having before this time been a member of several of the spasmodic Chicago stenographic firms, she united with Mr. Chas. Scates, under the firm name of Scates & Nute, and has since been making several thousand dollars a year.

Comment seems superfluous, except to repeat the remark made by one person to whom I showed this excerpt. She wanted to know whether the expression "she fitted herself for telegraphing" meant that the subject of the biography had installed wiring of some sort on her person!

This article is an interesting reminder that many of the early business schools taught telegraphy as well as shorthand and typewriting. I believe there are still some schools in which telegraphy and stenography are both available to the student. Which reminds me that I know one excellent commercial school in which cooking and stenography are available.

• • Bertram D. Hulén tells us, in his *Inside the Department of State*, that whenever an American ambassador in Europe telephones the Secretary of State a record is kept of the conversation by a shorthand reporter who listens in on an extension line. That must have been a hot wire for some time past, and one that many people would have liked to tap.

• • The *New York Times*, under date of September 17, announced that the German Government decreed that on and after October 1 typewriters would not be delivered to private individuals. The army and the National Socialist party would have first claim on the available typewriters, followed in turn by the offices of the Four-Year Plan, public utilities, newspapers, and publishing companies.

Just imagine bootlegging typewriters!

• • Miss Viona Hansen, of Central High School, Grand Forks, North Dakota, paid

our office a visit last summer and when she left, she left with us an idea. We like to have guests who leave ideas behind when they depart.

Miss Hansen has adapted for classroom purposes the army plan of "numbering off." That is, if you have thirty pupils in the class you would have let us say, six pupils with the number "1," six pupils with the number "2," etc. This greatly facilitates many classroom operations, especially in such classes as office practice. Thus you can announce, for example, "the *three's* will work on the mimeograph, the *four's* will work on the adding machines," etc.

We are grateful to Miss Hansen for the idea and for permission to pass it along to you.

• • Business education needs a real experimental school, a school conducted under such circumstances and with such a student body that the teacher would be free to try really daring, but carefully controlled, experiments in the teaching of technical business subjects. The technical subjects lend themselves to experimental teaching because they are so readily measurable.

There is no school of the kind in existence, to our knowledge, and of course the major obstacle in the way of the establishment of such a school is the cost.

Obviously, the school could not hope to be self-supporting because it would not be possible to charge tuition. But freedom to experiment, without responsibility for getting immediate results, would advance methods of teaching shorthand and typewriting much more rapidly than they will ever advance under present conditions.

Today the experimenter is handicapped. In some summer classes he has absolute freedom from responsibility, but no opportunity to carry through the experiment past the summer-session period, and therefore no opportunity to check final results. In other school situations he can carry the group through but dares not make too radical a departure from established techniques, because at least passable results must be obtained at the end of the course.

The experimenter must, therefore, modify his techniques very gradually in order to be

sure that, if the modification is not successful, he will not spoil the class. This means that we may have to take five years to test, inch by inch, a new teaching technique that could be tested completely in one school year if we were free to jump in

with both feet the first time, without having to "hedge" to protect the pupils.

It may not be too much to expect that funds will sometime be available for so worthy a purpose—and I am hoping that I'll be there when it happens.

S. B. E. A. Conference Next Month

THE Southern Business Education Association will hold its seventeenth annual convention at the Roosevelt Hotel, Jacksonville, Florida, November 30-December 2. The theme of the convention is "Improvement of Business Education in the South."



A. J. LAWRENCE

The opening session will be a fellowship dinner. The presiding officer will be Mae Walker, High School, Knoxville,

Tennessee. The following officers will greet the assembly:

President: A. J. Lawrence, University of Kentucky, Lexington.

First Vice-President: Parker Liles, Commercial High School, Atlanta, Georgia.

Secretary: H. P. Guy, University of Kentucky, Lexington.

Chairman of College and University Section: T. H. Coates, New River State College, Montgomery, West Virginia.

Chairman of Private Business School Section: D. E. Short, Andrew Jackson University, Nashville.

Chairman of Public School Section: F. DeVere Smith, Olympia High School, Columbia, South Carolina.

Convention Cochairmen: Mrs. Beulah Dalton Harwell and L. C. Harwell, Jacksonville schools.

Speakers at the opening session will be J. Dewberry Copeland, University of Florida, Gainesville, and Hamden L. Forkner, head of commercial teacher training, Teachers College, Columbia University.

At the opening general session on Friday morning, Parker Liles, vice-president, will preside. Superintendent R. C. Marshall will welcome the convention to Jacksonville.

Miss Ray Abrams, of Joseph A. Maybin School, New Orleans, will respond.

Subjects of educational importance will be discussed by Professor F. G. Nichols, of Harvard, president of the National Council of Business Education; Dr. Paul S. Lomax, head of New York University's department of business education; Hamden L. Forkner; M. A. Smythe, vice-president of National Business College, Roanoke, Virginia.

Secretary Guy will preside at the luncheon following this session. B. Frank Kyker, acting chief of the Business Education Service, Washington, and Benjamin R. Haynes, head of the department of business education, University of Tennessee, will speak.

Chairmen of the sectional meetings will be D. E. Short, Jr., president of Andrew Jackson University, Nashville; F. DeVere Smith, Olympia High School, Columbia, South Carolina; and T. H. Coates, head of the department of commerce, New River State College, Montgomery, West Virginia.

The banquet, to be held on Friday evening, will be the outstanding social feature of the convention. Dean William S. Taylor will be the speaker of the evening.

At the subject-matter sessions scheduled for Saturday morning, the following persons will preside:

J. H. Dodd, head of the department of commerce, Mary Washington College, Fredericksburg, Virginia; Clyde W. Humphrey, former secretary of the Association, Gregg Publishing Company; Thomas W. Noel, head of the department of commerce, Winthrop College, Rock Hill, South Carolina.

At the general session, to follow, speakers will be Paul A. Carlson, State Teachers College, Whitewater, Wisconsin; B. Frank Kyker; and R. N. Tarkington, Gregg Publishing Company.

PROSPECTIVE teachers of secondary-school business subjects, as a part of their preparation, should be oriented in the practical business world of today just as they should be oriented in the practical school world of today. Business teachers should be more than teachers of individual business subjects as such. They should know and present their subjects as integrated phases of modern business, with an emphasis on the numerous interrelationships.

The subject of bookkeeping may be used as an example. The various techniques of bookkeeping should be learned in the setting of their actual proper uses in business, and the interdependence of these record-keeping and record-interpreting uses among the many specialized departments of business organization should be brought out—at least in an elementary way.

If business teachers are to accomplish this desirable objective in the instruction of their pupils, it is obvious that teachers must become thoroughly familiar with the characteristic functions and techniques of modern business.

An Orientation Course in Modern Business

Some of the important topics that may appropriately be included in an orientation course of modern business are:

1. The fundamental functions of business. The Alexander Hamilton Institute divides modern business, from the standpoint of executive management, into four main functions or divisions:

Production—the mechanics of transforming material and labor into goods and services of greater utility.

Marketing—the distributing of that which is

◆ **About Dr. Lomax:** Professor of education, chairman of the department of business education, New York University. Ph.D. degree from New York University. Former president of many professional organizations—N. E. A. Department of Business Education, National Association of Commercial Teacher Training Institutions, Eastern Commercial Teachers Association, National Council of Business Education. Author of many books; former editor of E.C.T.A. yearbooks and of the *Journal of Business Education*; contributing editor, *Journal of Educational Sociology*.



Business Versus

EDITOR'S NOTE—One of the problems in which most interest in the survey conducted by the editor of *BUSINESS EDUCATION WORLD* and the National Council of Business Education was the education of the teacher of business education. A nationally known leader in the education of teachers presented this problem for us. We are pleased to present it.

produced, whether it be a material product or an intangible service.

Finance—the organization of a business enterprise and the financing of its producing and marketing activities.

Accounting—which records the activities of the other three phases, reveals trends in the business, and serves as a guide in the management of the business.

2. The principal facilitating techniques by which the functions are carried on, as those

Comments by the

YOUR departmental editor has had some ideas on the education of business teachers, but as he is no specialist in business education he has never had the courage to express them in print. He has believed that the teacher of business education should be a graduate of an arts college or university and that he should have training in economics, in business administration, and in either accounting or secretarial science, if not both.

He has also believed that the teacher of business subjects should have had some business experience even if he had to obtain it during summer vacations. In fact, it might even be better that way so that he would be inclined to be analyzing his business experience constantly, to see what lesson it had for him as a teacher of business education.

He has believed also that the teacher of business education should be a constant stu-

Business Teachers and Business

PAUL S. LOMAX, Ph.D.

which school administrators in the United States showed editor of this department under the joint auspices of the Council on Business Education was the problem of business subjects. We asked Professor Paul S. Lomax, teachers of business subjects, to prepare a discussion of it in this issue.—H. R. D.

of purchasing and factory management in the function of production; of salesmanship, advertising, and business correspondence in the function of marketing; of investments, insurance, and credit and collections in the function of finance; of financial statements and budgetary control in the function of accounting; and of filing, telephoning, office machine operation, secretarial work, and personnel management in common with all four

Department Editor

ident of economic problems and business practices and that all business educators should have had at least one course in current economic theory taught by a liberal. He should read regularly several periodicals specializing in those fields and annually a number of books on subjects in those areas. He should also read a broad range of current newspapers and such magazines as *Harper's*, *Time*, *The Nation*, and *New Republic*.

He has also believed that the teachers of business-education subjects should visit places of business and observe the practice of business employers and houses manufacturing business machines and supplies and study their catalogues, keeping abreast of developments that should reveal to him what skills his students will need in the business world of tomorrow.

—HARL R. DOUGLASS.

main divisions of modern business organization.

3. A study of business in terms of its "economic relations, as affecting directly the life work of every student." A broad picture of the whole field of business may be given in terms of the larger divisions of economic enterprise—agriculture; the lumber, mineral, fishing, manufacturing, and distributive or marketing industries; financial institutions; and relations of business to public utilities and to government. This type of study of business prepares "the students for the study of economic principles by building up for them a concrete background out of the materials of commerce, industry, and business organization."¹

4. The social nature and obligations of business. The supreme test of business organization, as of every social institution, is its real social need and how well it serves that need. It is increasingly evident that business leaders in this country are judging their business policies in the light of desirable human or social values. Much more thought than ever before is being given to the public-relations program of business. According to one business leader:

A progressive public-relations program is comprised of these three things: (1) a good product or service; (2) a house kept in order; and (3) interpretation and appraisal of the product and the business behind it from the objective or public viewpoint.

Experience in Today's World

Another phase of the preparation of prospective secondary-school teachers of business is business experience, which is regarded by

¹ Harold H. Maynard and Walter C. Weidler, *An Introduction to Business*. New York: The Ronald Press Company, 1925.

◆ **About Dr. Harl R. Douglass, Department Editor:** Director, Division of Education, University of North Carolina. Formerly professor of secondary education, University of Minnesota. Ph.D. from Leland Stanford University. Author of several texts on secondary school administration and more than one hundred articles. Dr. Douglass is consultant of the American Youth Commission and the Educational Policies Commission.



most school leaders as a most desirable qualification.

F. H. Pierce, principal of the Beverly High School, Beverly, Massachusetts, has said:

We believe it highly desirable that business education teachers have had some business experience along the line in which they are teaching. Of eight teachers in our commercial department, all have had actual business experience at one time or another. Several of them periodically secure employment during the summer vacation in order to keep up their business training. I might personally go further and indicate my belief that every teacher, for the good of the cause of education, ought to be obliged to labor in the workaday world one out of each five years.

Superintendent C. E. Birch, Lawrence, Kansas, states:

It is just as important for a teacher of business subjects to have some business experience as it is for a physician to have clinical training or a lawyer to have practice in the courts. The teacher who has not had business experience is greatly handicapped. Teachers might well work in business offices during a portion of the summer vacation, without pay if necessary, to gain this experience. It would be just as valuable as any summer school session, and possibly more so.

In view of the obvious importance of business experience, particularly of the special kinds with which business teachers are dealing in their instruction, should business experience be made a certification requirement of such teachers?

W. L. Moore, principal of the John Hay Commercial High School, Cleveland, Ohio, believes:

Undoubtedly, business education teachers would be more desirable and proficient on their jobs if they have had considerable experience in the actual field of the business world.

However, to make business experience a requirement would be a doubtful procedure.

Nevertheless, this has been done in certain parts of the country; for example, in the public-school system of the City of New York.

Several teacher-training institutions have also made business experience a degree requirement in the preparation of teachers of business. It is the writer's belief, however, after several years of experience with this requirement, that such experience should be very carefully organized and *closely supervised*, as is done in well-managed supervised

student teaching in public-school systems, if worth-while results are to be accomplished. The cost of this provision apparently has been considered prohibitive in a vast majority of teacher-training institutions. Furthermore, the leadership of business teacher training, in most instances, has not seemingly been alert to the importance of this provision, largely because of the numerous troublesome factors involved in the operation of a supervised business-experience plan.

Nevertheless, if business education is to be properly adjusted to the rapid changes of the present-day business world, business-teacher-training institutions must persevere in working out satisfactory plans of supervised business experience. The teaching values accruing therefrom have too important a bearing on the adequate preparation of secondary-school youth to permit this omission. These values are suggested by Professor John M. Trytten, of the University of Michigan School of Education:

- (1) They clarify for a person the meaning of standards, the need for them, and the limitations of standards;
- (2) They make the teacher better able to co-operate with business because of the contacts made, the vocabulary, and the points of view that become understandable;
- and (3) They furnish the teacher with a fund of experiences that motivate teaching, and make the subject-matter real.

Furthermore, business experience of a proper kind should prove helpful to business teachers in organizing and operating a superior vocational-guidance program.

Superintendent Louis P. Benezet, of the Manchester, New Hampshire schools, has said:

If our commercial teachers were chosen from the ranks of those who have had actual office experience in addition to teaching experience, they would be in a position to advise these young people regarding the requirements of a hard-boiled world.

A number of excellent incipient cooks, nurses, salesgirls, etc., would be prevented from wasting their time trying to prepare for office work. Too many of our high school graduates blunder in choosing their future occupations. Guidance and advice by older persons are absolutely essential, and who could better guide the young would-be secretary than a person who, herself, has held a secretaryship and who understands the exacting requirements of such a position?

Thus a vast amount of waste should be prevented in the better selection and guidance of suitable candidates for office work as well as for other kinds of employment.

Necessity of Keeping Business Experience Up-to-Date

It is not enough that business teachers have a first business experience—they should *renew* such experience occasionally in order to keep their instruction vitally up-to-date and in line with what their pupils are and will be *immediately* experiencing in business employment.

Of many possible administrative methods that may be used to give business teachers leadership in the renewal of business experience, five may be mentioned briefly.

1. Visitation of the principal business concerns of the school's actual and possible occupational placement community. A schedule of five or six visits to as many concerns might be arranged by the school authorities either directly with the business companies or through a committee of one of the community's leading business associations. These trips should be taken preferably in the fall of the year, so that the practical benefits resulting therefrom may filter into the school instruction during the course of the school year. The trip to each concern should be carefully planned so that maximum good may grow out of it. One practical method of insuring good results is to have a special business-teacher committee for each business house. All visitations by business teachers should be placed on a voluntary basis. No business teacher should be required to go. In schools or public-school systems where this plan has been followed, however, most teachers have taken advantage of the trips.

2. Summer business employment. It is possible for a special committee of an association of business teachers, either within a public-school system or in a larger unit, to plan systematically for opportunities for summer business experience, thus bringing together desirable teacher candidates and types of employment. An interesting example of this method is told by Mr. Herbert Freeman in his article, "Six Teachers in Search of Business Experience," in the De-

cember, 1936, issue of the *Journal of Business Education*.

3. A teacher-training course in the business life of a metropolitan center. Professor Herbert A. Tonne, of New York University, has conducted a summer-session course of this kind with very helpful results to students. He carefully selected and studied the co-operating business organizations, presenting to the class the results of his personal visits and study. The members of the class also made personal visits to the same organizations to observe and evaluate for themselves. And, finally, well-informed representatives of these business concerns told their versions to the class. Thus the class members had a threefold appraisal—that of the instructor, their own, and that of the business house.

4. Up-to-date occupational information. *Occupational Index, Inc.*, 551 Fifth Avenue, New York, New York, each month provides the latest information on opportunities, trends, and training requirements in business and other employments. It would seem that no school library could afford not to have this highly important service available to all teachers and pupils. Even though the library may have the material, the local leader of business teachers will need to devise a method of group study of this information so that best use can be planned for it in the occupational guidance and education of the children. This service costs \$5 a year. The United States Office of Education, Washington, D. C., has also established a new Occupational and Guidance Service.

5. National Clerical Ability Tests. The National Council of Business Education and the National Office Management Association have formed a Joint Committee for the purpose of organizing, administering, and keeping up-to-date national clerical-ability tests that ring true to the nature and requirements of office employments of wide concern to secondary-school youth. Local leaders of business teachers should see that all such teachers become well acquainted with these important tests. For full information write the Joint Committee on National Clerical Ability Tests, 16 Lawrence Hall, Kirkland Street, Cambridge, Massachusetts.

Louis Andrew's Antique Business

One of the B. E. W. Bookkeeping Projects

MILTON BRIGGS

(Approximate working time, 1 hour)

LOUIS ANDREW is a dealer in antiques. For many years he has bought, sold, and exchanged antique furniture, old books, and rare pieces of glassware. Mr. Andrew has kept rather meager bookkeeping records; he has never accurately determined his profit.

Recently Mr. Andrew asked Martin Strong, one of his friends and a bookkeeper, to plan a system of record-keeping that would supply more accurate information.

PART A

From all available records, Mr. Strong prepared a statement to show Mr. Andrew the present worth of his antique business. This statement, as many of you know, is called a Balance Sheet. On page 227 there is a picture of the Balance Sheet that Mr. Strong prepared for Mr. Andrew.

Assignment 1

On a sheet of journal paper (or plain white paper) copy and complete the Balance Sheet prepared for Louis Andrew. Supply figures to replace the question marks, and show the proper rulings.

PART B

During the year ending January 31, 1939, Mr. Andrew bought and sold antiques and incurred expenses as shown at the top of page 227.

Mr. Andrew's antique inventory on February 1, 1938, amounted to \$904.54; interest paid on notes payable during the year amounted to \$25, and general expense items on hand unused January 31, 1939, were valued at \$24.16. The antique inventory on January 31, 1939, was \$1,044.96.

Assignment 2

On the back of the paper you used for Assignment 1, prepare a Profit and Loss Statement for Mr. Andrew, covering the period from February

1, 1938, to January 31, 1939. Use the form shown on page 228. Supply figures and show the proper rulings.

PART C

Louis Andrew now takes an inventory and makes a Profit and Loss Statement at the end of each month. He figures the value of stock on hand at cost price. Each item in his shop is marked with the cost price in code. A partial list of articles in stock on March 31, 1939, is shown on page 228.

Here is the key to Mr. Andrew's cost code:

1 2 3 4 5 6 7 8 9 0
O L D A N T I Q U E

First repeater W

Second repeater Y

Assignment 3

Copy the inventory sheet form on page 228.

Find the cost price of each item and the total value of this partial list.

PART D

Related-thought question: Recently Mr. Andrew desired to add to his stock on hand; to do this, he needed more capital. He applied for a loan of \$800 at the Merchants' National Bank. The vice-president of the bank asked to see a copy of Mr. Andrew's latest Balance Sheet.

Why did the vice-president wish to see this statement?

Assignment 4

Write your answer for the related-thought question in one paragraph—not more than 35 words.

Papers to be submitted:

1. Balance Sheet.
2. Profit and Loss Statement.
3. Inventory Sheet.
4. Answer for related-thought question.

B.E.W. PROJECT BOOKLETS

THE following booklets containing this year's B.E.W. projects are distributed *free* to users of the B.E.W. awards service. Ask for sample copies and booklet of information.

BOOKKEEPING: Harry Wise Keeps a Cash Record; Louis Andrew's Antique Business; The Sunvale Produce Company; The Midwestern Supply Company.

BUSINESS FUNDAMENTALS: Dalrymple's Depart-

ment Store; The Z. D. Baldwin Advertising Agency; The Star Store; The Ideal Manufacturing Corporation.

BUSINESS LETTER WRITING: We All Use Salesmanship; How to Apply for a Job; How to Marshal Your Facts; Mrs. Sorenson Complains.

BUSINESS PERSONALITY: The Art of Persuasion; The Social Part of Business; Tact in Business; Problems Among the Personnel.

Month	Purchases		Inward Freight and Express		Sales		Outward Freight and Express		General Expenses	
February	104	78	1	07	54	81	3	24	14	11
March	187	40	3	24	96	20	6	17	11	04
April	211	96	6	17	101	25	6	74	23	34
May	204	32	5	40	274	86	8	04	11	04
June	271	14	5	62	309	21	10	12	17	12
July	164	02	4	11	494	27	12	14	16	62
August	200	74	8	91	586	68	26	43	13	26
September	93	23	3	01	407	47	18	94	14	11
October	87	06	1	00	442	21	56	73	25	17
November	107	00	3	99	246	62	13	37	19	18
December	211	46	12	48	367	77	12	44	15	92
January	298	89	15	68	104	46	9	92	21	42

LOUIS ANDREW
Balance Sheet
As of January 31, 1939

Assets

Cash	116 43	
Antique Inventory, January 31, 1939	1,044 96	
Accounts Receivable:		
Mrs. Harriet Bourne	16 34	
Albert Francis	7 92	
John Penny	103 69	
The Old Curiosity Shop	152 34	
B. F. Sells & Son	54 40	
Robert V. Todd	5 07	
Henry G. Wilbur	3 25	
Stanley Woodly	3 10	??? ??
Shop Furniture and Fixtures	300 40	
General Expense Items Unused	24 16	
Total Assets		???? ??

Liabilities

Accounts Payable:		
The Craftsman Shop	59 04	
Bennett & Burns	33 19	
Leonard Marks	27 47	
Harris Book Store	6 40	
O. A. Swan Company	5 45	
Oldham Supply Company	3 48	
A. B. Stone, Inc.	74 65	??? ??
Notes Payable	500 00	
Total Liabilities		??? ??

Proprietorship

Louis Andrew's Net Worth, January 31, 1939	???? ??
Total Liabilities and Proprietorship	???? ??

LOUIS ANDREW
Statement of Profit and Loss
For the Period Ended January 31, 1939

Sales		XXXX XX
Cost of Goods Sold:		
Antique Inventory, Feb. 1, 1938	XXX XX	
Purchases	XXXX XX	
Inward Freight and Express	XX XX	
Total Cost of Antiques	XXXX XX	
Less Antique Inventory, Jan. 31, 1939	XXXX XX	
Cost of Goods Sold		XXXX XX
Gross Profit on Sales		XXXX XX
Operating Expenses:		
General Expenses (less inventory)	XXX XX	
Outward Freight and Express	XXX XX	
Total Operating Expenses		XXX XX
Operating Income		XXXX XX
Deduct Other Charges:		
Interest Expense		XX XX
Net Profit		XXXX XX

LOUIS ANDREW
Inventory Sheet No. 3
March 31, 1939

No. of Articles	Description	Code Mark (per unit)	Cost Price (per unit)	Total Cost
1	Westward Ho Sugar Bowl with cover	N EW	5 00	5 00
6	Roman Key Goblets	NE	50	3 00
1	Liberty Bell Glass Plate	O UE		
9	Ivy in Snow 6" Deep Sauce Dishes	TE		
1	Hobnail Cruet Clear Glass	IN		
2	Sawtooth Covered Com- potes 6"	A NE		
1	Power and Shot Butter Dish	O IN		
6	Jacob's Ladder Salts, Footed	TN		
2	Swirl Sugar Bowls, Blue	O WE		
1	Lincoln Drape Decanter, Clear	L IE		
2	Mechanical Trick Dog Banks, perfect	O NE		
1	Rabbit in Cabbage Bank, Proof Condition	O LN		
6	Ladder-Back Chairs, Three			



The Re-Placement of General Business Training

HAROLD D. FASNACHT

TEN years ago we business educators were priding ourselves upon the acquisition of our new child in the family of business education courses; namely, general, or junior, business training.

This important course made its way into the curriculum at an opportune time, to fill a very serious need. Up to that time, the work in the business department was designed chiefly to meet the needs of producers—those who were going out to fill positions in business offices.

Junior business training, too, in its early stages, fell nicely into place as furthering that ideal of business education. The textbooks on the subject and most of the material available for the untrained instructors of the subject lent themselves to occupational orientation and instruction. The requirements and qualifications of employees in all types of business and industrial positions were set forth in detail. At the same time, many of the duties performed by employees in the various positions were strongly emphasized in the course instruction.

In harmony with the major trend in general education at that time, junior business training was placed in the secondary-school schedule as an occupational course on the junior high school level. At first, it was not termed a social-science course as we know such courses now—it was called a business-occupations course. It fitted snugly into the junior high school program, for at that time all the other courses on the junior high school level were solid, formal-education courses, such as principles of arithmetic, science, history, and English. The practical variation afforded by junior business training

astounded educators, and the course quickly made for itself a permanent place in the junior high school curriculum.

So securely did this new pet fit itself into the curriculum at this place that almost no one stopped to consider whether or not this was the proper place for it to perform its greatest service. Since then, however, some very significant changes have taken place, both in business education and in general education, which ought to make us stop to consider seriously the re-placement of this all-important course. Some of these changes are as follows:

Within the past few years there has been a noticeable tendency to grade vocational courses higher up in the educational pattern and even to delay some of the intensive vocational orientation formerly given on the junior high school level. We have seen vocational typewriting, shorthand, and especially bookkeeping, raised to the eleventh and twelfth grades. And this is rightly so for at least two reasons.

In the first place, instruction should be given in these subjects just before the learner goes out to use the information and skills on the actual job or takes them with him to the business school and college. In the second place, we have found out that pupils

♦ *About Harold Fasnacht:* Degrees from McPherson College, Kansas; Colorado State College of Education. Business manager and head of the department of business, Colorado Woman's College, Denver. A former field man of the Colorado Education Association; has been commercial instructor, principal, and superintendent of Wiley (Colorado) Consolidated Schools. Teaches in various summer sessions. Author of other articles on educational topics. Hobby: woodworking.

can be better trained for business by first giving them the broad background of training afforded by another year or two of general high school work preceding the attempt at specialization.

The junior high school curriculum has undergone a complete reorganization. In place of the "formal discipline" courses, we now have a schedule composed of practical arts, social-science courses, and guidance activities that give ample opportunity for exploration by both boys and girls.

The social science centered activities, too, have crept into every phase of junior high school education. The arithmetic course is now called "practical"; the general-science course no longer deals with much of the science we knew fifteen years ago, but with the needs of the pupil in his everyday scientific relationships.

Because of the effort to make all the work of a practical nature, business activities entered all these courses. There is little arithmetic, for example, that does not now deal with the everyday problems once considered a part of business arithmetic or even junior business training. There is a great deal of overlapping in the subject matter of the junior-business-training course and that of the other junior high school courses.

The general upgrading of business subjects has left a significant gap between the junior business training, or "introduction to business," as it may be called, on the eighth- or ninth-grade level and the other more specialized courses that are brought in on the eleventh- or twelfth-grade levels.

Finally, in this connection, it is noteworthy that, annually, fewer pupils are dropping out of school at the junior high school level than was true of the preceding year. Thus, the opportunity for vocational orientation, or specialized vocational training, may be delayed without seriously hampering this phase of the educational program. In fact, the tendency away from vocational orientation at the junior high school level may be due to the fact that pupils of this age are not mature enough to discern comparative merits of various vocations.

It is our responsibility as educators, therefore, to find the place in the educational

program where general business training can serve the program better than at any other place. Authors of junior-business-training textbooks agree unanimously that the most important objective or purpose of such a course is orientation. This orientation, they further agree, may take the form of economic, vocational, or business orientation.

Other objectives that have been set up for the course include these:

- To train in the business procedures of everyday life.

- To provide business knowledge preparatory to entering business occupations.

- To provide exploration and guidance.

- To provide a foundation for further business training.

- To provide a minimum of business knowledge for those leaving school early.

The general objectives of this course lead some educators to believe that the course ought to be placed in the sophomore level. It is doubtful whether pupils of junior high school age are capable and mature enough to comprehend the full significance of an economic society and the place of our business activities in this society. At least, if they are qualified to grasp the social significance of these activities, the eighth-grade social science and government classes afford adequate opportunity.

The proper place for orientation—vocational or economic—is at the point where the student of society is first introduced into the world of business—at the point where he can more readily grasp the meaning of an economic-centered world—at the point where he, himself, begins to use more and more of the goods and services that he is able to buy personally. At this point, he is qualified to make business decisions.

Educators should not feel that junior business training can be raised to the tenth-grade level because it is being crowded out of the junior high school by courses of more or of less value, but because it can do a more pertinent job of fulfilling the objectives set forth for such a course. An examination of the five trends in general and business education indicates that junior business training need not be ashamed of its objectives—that it will stand the test—and that it needs only to glorify further its activities through a re-placement in the schedule.



THE MODERN TEACHER

This girl has outside activities to keep from getting in a rut, becoming dull, or getting old before her time. She'll never be called a "schoolmarm."

Your First Year of Teaching¹ (A Series)

MARION M. LAMB

THE really important thing is that you should understand yourself and diagnose your attitude toward teaching before you start to teach. Above all, don't start with a chip on your shoulder. That just isn't cricket. How to start? Perhaps the formulation of a few resolutions, not made to be broken, is as good a way as any. At least, it's time-honored. . . .

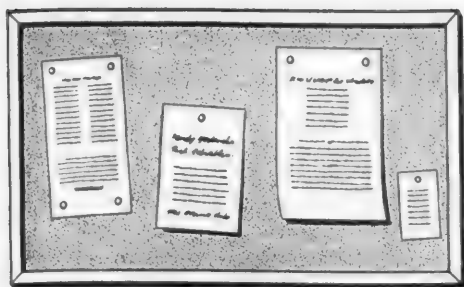
I realize that this list of resolutions is too long and discouraging to be taken in one dose, and my only apology is that I sincerely believe that if you make a real effort to follow these resolutions, you will develop into one of the teachers who really get some fun and enjoyment out of life; moreover, you are not so likely to have prematurely gray hair and a washboard brow. It is the hurried, harassed, nagging teacher who inspires our comic-strip artists.

RESOLUTIONS

1. I shall know my subject matter. I cannot teach what I do not know and I cannot maintain my self-respect by bluffing.
2. I shall really see my students as individuals. I shall learn their names as soon as possible. I shall treat them with courtesy. I shall try to make my subject interesting to them.
3. I shall never forget that the student is more important than any subject and that no student should be humiliated because of his lack of ability in a subject.
4. I shall attempt to make school work as pleasant as possible for students by providing variety in my work and by keeping my classroom as attractive as possible.
5. I shall adopt an attitude of good faith toward students, rather than one of suspicion.
6. I shall dress as well as I can.
7. I shall cultivate a pleasant, but not saccharine, tone of voice and a friendly manner of speaking.
8. I shall take my time in all matters. I shall move within my own rhythm and I shall not get into the habit of rushing from one activity to another.
9. I shall speak clearly at a moderate rate of speed.
10. I shall allow plenty of time for relaxation and active recreation.
11. I shall get my full quota of sleep during the week.
12. I shall be as courteous in the classroom as I should be in any other place, and I shall never go into an emotional tirade before a group of students.
13. I shall speak ill of no teacher or administrator to anyone in my school.
14. I shall attempt to make teaching as pleasant as possible for myself by being genuinely interested in the students, by keeping up to date on educational matters, by keeping outside routine work to a minimum, and by maintaining a social life entirely apart from my school life.
15. I shall make a wholehearted attempt to be a successful teacher, but if at the conclusion of three years in a fairly good teaching situation, I find that I do not like to teach, I hereby promise myself that I shall leave the profession, not so much for the good of society, but for my own good.

¹ Reprinted, by permission, from *Your First Year of Teaching*, Monograph 45, by Marion M. Lamb, Business Education Department, New York University. Published by the South-Western Publishing Company.

THE BUSINESS EDUCATION WORLD



The B.E.W. Bulletin Board

A MONTHLY SERVICE

WE have discussed in the September and October issues of the B.E.W. five types of bulletin boards. Summarized, they are:

Administrative: for general notices, etc., from the principal to the faculty.

General or departmental: to be used by the head of the department as an advertising window for the work of the department.

Classroom: to be used as a teaching device.

Wall space in the classroom for exhibition of students' work, grades, etc.

Wall space in the corridors for general exhibition purposes.

An additional bulletin board has been suggested for use in a departmentalized high school. It could be placed in the office of the department head and would contain items telling of the work of the individual teachers, or perhaps calling attention to exceptional work done by representative students of the department or graduates. This board should hang where visitors, waiting to see the department head, would be attracted to it.

Pictures

"Do you want me to draw a picture?" Haven't you either made that remark facetiously, or had somebody ask you that question when you did not quite understand what they were trying to tell you? I have. And my answer has often been, "Yes," be-

cause words failed to tell the story properly. They were not vivid enough, and a picture would have been much clearer.

You can describe a law paper to your law class, a window display in your course in retail selling, or the distribution of population on a continent—but if the student can actually see the paper or a picture of it, a photograph of the window, or a map showing population, his knowledge will be more firmly fixed.

Bulletin boards are the blank spaces on which such pictures may be shown. For some years I have been reading *Think*, a magazine issued by the International Business Machines Corporation. In several issues, the center spread has illustrated various industries.

Such pages could serve as a basis for your board. Take, for instance, "Radio's Phenomenal Growth." This traces, pictorially, the many important developments by means



THE LANDSLIDE

G. L. Aplin, head of commercial department, Lincoln High School, Manitowoc, Wisconsin, made this humorous sketch for his bulletin board to stress orderliness in the classroom cupboard.

of which, in little more than three decades, Marconi's discovery of wireless telegraphy has revolutionized communication the world over.

For this display, the editor collected pictures of Marconi's original transmitter used at Bologna, Italy, in 1895; of the inventor sending messages across the English Channel in 1899; of the original transmitting aerial at Poldhu for the first transatlantic message; of radio installations on board ship; and of the radio-type receiving set recording messages from Admiral Byrd in Little America!

What a wonderful display this would make for your board while you are discussing communications.

"Typical Mechanical Aids to Progress in Administration of Modern Business" formed another display. This display included pictures of the telephone, telegraph, radio, bookkeeping and accounting machines, cash registers, time clocks, envelope openers, etc.

Others were "The Story of Oil Industry in Pictures—Production, Refining, Distribution" and "The Evolution of the American Railroad—116 years of progress shown pictorially."

Bulletin Board Forces Reading

An excellent use of the bulletin board comes from Miss Dorothea L. Chandler, Miss Brown's School of Business, Milwaukee, Wisconsin. She writes as follows:

I have always felt that girls should read some of the helpful books dealing with secretarial problems and duties. We expect our teachers, doctors, and lawyers to be well read; and certainly the novice stenographer, without a liberal arts background and with only a few skills to depend on, should be fortified with authoritative data that will guide her through the maze of duties required of her and will aid her in using her initiative on her first job.

Interesting clippings were placed on a large bulletin board, but many girls did not read them. The important point was not so much that they missed the contents of the articles, but that they were unobserving.

Because many girls with good marks in shorthand and typing had little knowledge of current events and big names in the news, it was thought worth while to give weekly quizzes on news items posted during the week. The teachers co-operate by provid-

ing clippings and the weekly quiz. The fact that grades are given and become a part of the permanent records is a further inducement to reading.

Miss Chandler concludes her report thus:

When the reading habit becomes more firmly established by this "forced feeding," we will continue the bulletin board clippings; but the questions will include material that has been prominently featured in the press and on the air.

Perhaps *your* students could be persuaded to do more reading through stimulation of the bulletin board.

E. C. T. A. Convention Plans

PLANs are being made for the forty-third annual convention of the Eastern Commercial Teachers' Association, which will be held at the Hotel Ambassador in Atlantic City, New Jersey, on March 21, 22, and 23.

The following appointments have been announced by the Executive Board:

Dr. James R. Meehan, of the business economics department of Hunter College, New York, has been appointed chairman of publicity. Elmus Ream, of the commercial department of Orange (New Jersey) High School, and part-time instructor in the department of business education at New York University, is to act as general chairman of membership.

George Hess, head of the commercial department of the Atlantic City High School, has been chosen general chairman of local arrangements; and E. E. Hippensteel, of the same school, is to take charge of the exhibit space at the convention.

THE University of Denver Conference, on the Improvement of Teaching will be held this year on November 17 under the direction of the department of education of the University. The purpose of the conference is to provide teachers and administrators with opportunities for directed observations of excellent classroom procedures observed.

The theme of this year's conference is "The Improvement of Reading," and the speaker chosen for both the morning session and the dinner meeting is Dr. William S. Gray, professor of education, University of Chicago.

THE Bowling Green (Kentucky) Business University and College of Commerce is completing new additions to its building, which gives the institution 40 per cent more rooms than it has had before. The additions include recitation rooms, a large library, and more office space. Dr. J. L. Harman is president of the University.

The Club Ritual for Initiation

ROBERT H. SCOTT

Head, Mathematics Department, High School, Dunbar, West Virginia

EDITOR'S NOTE—Among the schools we visited this summer was one in which we saw a number of boys decorated with bandanas and with farmers' hats perched upon their heads. When we asked why boys were wearing hats in the classroom, we were informed that it was part of the initiation of one of the fraternities.

Coming across the country in one of the streamliners, we heard a young girl outlining to a friend, in tones that all could hear, the things she had to do in order to become a member of her college sorority. Part of the initiation consisted of having to repeat some nonsense poem whenever she answered the telephone.

What good comes from such procedures is debatable, but there is no question as to the excellence of the suggestions of Robert H. Scott regarding formal rituals for initiations.—A. A. B.

INITIATIONS properly belong to the more adult organizations of the business community. They are a natural part of the public and semi-public clubs that deal with business affairs. Approved forms of ceremony, however, may be used with high school students.

Even a formal initiation has its place in the affairs of a group of youngsters. Of course the informal collegiate initiation or hazing and the clannishness of the fraternity have absolutely no place in a public secondary school, but for high school pupils an initiation by ritual can be a very successful motivating factor. Witness the formal ceremonies of the National Honor Society, the Boy Scouts, the Girl Reserves, and the Hi-Y.

It is wise to let the students develop this phase of adult club life, because business clubs deal with business problems. In this respect the commercial club is unique and has many possibilities not inherent in other types of high school clubs. By the same token, members must be taught to take their work seriously, and an initiation should not get out of hand.

For this reason, those wishing to use an initiation ceremony should follow a predetermined ritual. This is a procedure used even in adult organizations. The ritual should cover the serious side of club business and might introduce enough slapstick to make it entertaining to the observer and memorable to the initiate. As a rule, public ceremonies should be serious, while fun and frolic should be restricted to a private gathering of the club.

Those interested in planning an initiation ritual should hold a meeting beforehand, so that all details can be freely discussed and rehearsed. It is essential that the co-operation of the members, sponsor, faculty, and principal be obtained. The club sponsor must guard against the initiation program's becoming the main attraction. While one cannot neglect the social aspects of any club, clearly it must not be forgotten that the club serves as an important factor in the business training of its members.

Candidates should fill out an application blank, stating name, class standing, qualifications for membership in the club, and definite reasons why membership is desired. The club may vote upon these applications, but the school policy must guarantee absolute democracy as to the admission and requirements for all organizations.

Membership for a commercial club should be determined by the work and purpose of the organization in accordance with the rules drafted by the members and approved by the principal of the school.

On the night of the initiation, the membership committee holds a short examination to determine the candidates' ability in shorthand, bookkeeping, or typewriting. Having successfully passed this test, the candidates, singly or together, are conducted before the club by the chamberlain. They may be blindfolded if desired.

The club members are seated in the meeting room in a quadrangular arrangement. The president is at the middle station, away from and facing the entrance door. Two other officers are at the stations at the middle of each side—the vice-president at the right and the chaplain at the left. The initiates are grouped before the vice-president, who examines them as to their qualifications for membership.

At this time certain candidates may be chosen for qualification stunts of a serious or humorous nature. The remaining candidates should retire to special chairs during the performance. Slapstick may be introduced to test the mettle of various candidates and to give them an opportunity to display their talents to the club.

An initiation must move fairly fast, and interest must not lag. It is a good idea in a case like this to mix a little comedy with a little education.

Next, candidates are brought before the chaplain, who administers the oath of allegiance to the club, the student council, and the faculty.

The president then reads the constitution and by-laws to the candidates, and each candidate signs the roll, pays his dues, and is declared a member.

Many clubs have their prospective members attend school dressed in some ridiculous fashion. This is merely a pre-initiation appearance, for publicity only, and such student initiations carried on around school should not be permitted to disrupt regular recitations.

Public initiations are not to be recommended, because they cannot be controlled. Cases are on record where pupils have been misused to such an extent that they were absent from school next day. One society rotten-egged a citizen when he chased them off his flower beds, which they were trampling during a night initiation.

Some clubs require their candidates to put on a skit at assembly or make short talks. Later, at the initiation, all candidates should make a good beginning by contributing to the evening program.

During the refreshment period, the newly elected members may be told that no food

was prepared for them. They may be required to serve the others; or, after everyone else has been served, they may be escorted to the kitchen, given food, and told to pitch in. By all means have them clean up after the meeting.

A program that can be adapted to any subject is the mock trial, and because of its elasticity and adaptability it can form the basis for a program stressing English, shorthand, law, arithmetic, bookkeeping, or economics.

For instance, the trial can be that of a person who, because of his lack of knowledge of economics, has caused consternation and chaos in his community—or in the store in which he is working—by overbuying, underselling, etc. The case against the bookkeeper may be inaccuracy of keeping accounts or willful tampering with the books of the company, and may introduce many duties of the bookkeeper.

A defendant can be brought to the bar of justice for a matter of simple arithmetic; the attorneys for the plaintiff will have plenty of opportunities to demonstrate the need for an ability to perform simple arithmetic operations. They can show how this subject is essential in all walks of life and that the defendant should, therefore, stand condemned for his lack of knowledge of the subject on entering the business world.

In each case, the papers should be drawn up in proper form, which brings into play a knowledge of law and court procedure about which students should have a fair understanding. And don't forget to have the judge, attorneys for each side, attendants and other court officers, and a jury. If the club is putting on the show as an assembly program, the rest of the school will be the audience.

THE aim of education is to help people make wholesome adjustments to the conditions of life. The principal condition of life is the bread-and-butter job. There is no job so small and so trivial but that in its intelligent mastery there can come personal pride, job respect, and happiness. Surely this is the basis for individual and national security—to earn a living and live a life.—*H. N. Kauffman, State Supervisor of Distributive Occupations, Helena, Montana.*

The Lamp of Experience

HARRIET P. BANKER
EDITOR



I have but one lamp
by which my feet are
guided, and that is the
lamp of experience.
—Patrick Henry.

I must not interfere with any child, I have been told;
To bend his will to mine, or try to shape him through some mold
Of thought. Naturally as a flower he must unfold.
Yet flowers have the discipline of wind and rain,
And, though I know it gives the gardener much pain,
I've seen him use his pruning shears to gain
More strength and beauty for some blossoms bright.
And he would do whatever he thought right
To save his flowers from a deadening blight.
I do not know—yet it does seem to me
That only weeds unfold just naturally.
—Alice Gay Judd, Columbus, Ohio, in "El Padre,"
official publication of the Santa Clara County
Teachers' Association, San Jose, California.

Penmanship and Transcription Contest

APPOINT captains, who choose the members of their respective teams and give the teams a name. List the members of the teams in columns on the board. Seat the students of opposing teams at opposite tables in the room. Each student writes his name and the name of the team he represents at the top of each sheet of shorthand-pap paper he uses.

For dictation material, I choose an article containing from 200 to 400 words, and I

dictate at a rate of 20 words less than the usual class dictation rate. This gives each student a better opportunity to write legible notes. I use continuous related matter, so that the context may be grasped readily for transcription purposes.

I divide the material to be dictated into approximately 1-minute "takes." At the end of the first minute, students exchange papers in rotation with members of their own team. At the end of the second minute, they exchange again, and they continue in this manner until I complete the dictation. When the papers are exchanged, the student receiving the paper leaves a blank line before adding his contribution to the sheet. This line indicates the intervals of dictation. The maximum dictation time is five intervals of approximately 1 minute each.

At the close of the dictation, each student is given a number; for example, Red 1, White 1, Red 2, White 2, etc. Then, the shorthand notes are exchanged with the corresponding number of the opposite team and are transcribed. The students have 30 minutes in which to transcribe the notes.

At the top of the transcription sheet, the student transcribing writes his own number and his team's name. Then he transcribes the notes he has received—notes written by five different members of the opposing team. His team receives credit for the number of words he transcribes correctly.

In correcting the transcripts, the opposite team checks as I repeat the material previously dictated. Later, I verify the corrections. The correctly transcribed words count on the score of the team listed at the top of each sheet.

Next, the shorthand notes are checked for accuracy and omissions of forms. Since text material has been used for the dictation, the students open their books to the proper page and correct the shorthand notes from the plate in the text. Shorthand writing errors on the notes of a member of the White team count for the Red team and vice versa.

The total words transcribed are credited to the score of the corresponding number of the opposite team. If the notes of White 3 contained ten errors, for example, Red 3 would be given ten points, etc.

The greatest total of combined points for transcription and shorthand notes determines the winning team.

The purpose of this type of contest is to impress students with the necessity of writing legible notes.

A class period of one hour is usually required to complete the test. The length of time for the dictation may be shortened and a correspondingly shorter transcription period allowed if necessary.—*Mae H. Hanlon, Manchester, Iowa.*

Testing Devices

A NOVEL and interesting test of shorthand theory may be given by means of a skeletonized story, which the students complete by filling in words taken from the chapter that is being reviewed.

Each pupil may fill in an entire story, or an element of variety may be introduced by folding the papers after each answer and passing the sheet from one pupil to the next.

It is amusing to read the completed story aloud.

My pupils also enjoy the weekly reviews based on the tests in the Gregg News Letter. I dictate and they transcribe 100 words, deducting one-half point for each error. The pupils earn 4 cents for each point of a grade in the 90's, 3 cents for each point of a grade in the 80's, and 1 cent for each point of a grade between 75 and 80. A penalty of 1 cent is deducted for grades below 75.

On this basis, a grade of 94, for example, earns \$3.76; a grade of 80, \$2.40. A pay roll is posted on the bulletin board and each week the amount each pupil earned is added to his previous balance.

Pupils correct the papers and must give three additional words illustrating each principle incorrectly applied—*Ruth Armson, High School, Ada, Minnesota.*

Banquet for Graduates

THE Business and Professional Women's Club of San Bernardino, California, has initiated the pleasant custom of an annual banquet in honor of commercial students graduating from the high school.

Each club member has the privilege of

inviting as her guests one or more persons who are responsible for employing new workers. Each member also entertains one or two commercial students.

The prospective employers thus have an opportunity to observe the young graduates without the restraint of a formal interview. Should an employer wish to have a subsequent interview with some student whose potential abilities impress him, arrangements for an interview are made through the student's teacher.

The program for the first of these annual banquets was under the direction of Quincy Brown, a member of the faculty of the San Bernardino High School and the Armstrong Business College, Berkeley.

Lillian E. Miles, secretary to the superintendent of the San Bernardino schools, composed a clever poem—"A Day with Tillie Drew"—in which she showed the young graduate the way to success by pointing out the things he should avoid. We regret that space does not permit our publishing the poem.

Both Miss Miles and Mr. Brown are known to our readers through their articles on "Tested Work-and-Learn Plans," which appeared in the June, 1938, B.E.W.

Nutmeg and Ginger

(Tenth of a Series of Shorthand and Typing Devices by Celia Ayars Priestley)

SHORTHAND

30 Comments to students—whether praise or censure—by means of a jingle in shorthand will be met with appreciation. In public, they may be written on the blackboard (if the teacher is quick in original composition!); in private, in the notebook beside the homework.

Charlie's never ready

For dictation with the class;

Unless he is more steady,

He surely will not pass!

Mary's pen is always dry;

Her boss will surely wait and sigh!

31 What pupil isn't interested in his teacher's experiences? Write in short-

hand an account of something that happened when you were working in an office—it's best to make it true, for there will be plenty of questions and comments. Mimeograph your story for the class to read together. By relating a joke on yourself, you can include many a moral that will strike home with members of your group.

32 After the class has learned to write the names of all its members, hold brief contests to see who can list the most girls' names and then the most boys' names in shorthand. Many principles will be reviewed in the comparison that will follow. Considering the importance of names, they are too often neglected in dictation classes.

33 Perhaps you are an amateur artist (or a very unfinished sketcher). Write a shorthand story on the blackboard or on mimeographed sheets, substituting little drawings for some of the words. A bit of merriment over the art work won't bring any harm to the day's lesson.

TYPEWRITING

31 Let each person describe the physical appearance (or the disposition) of the person sitting next to him. Or let him write a description of someone in the room, the class guessing the identities of the victims. This affords excellent practice in learning to compose on the machine.

32 Allow two or three minutes for the students to type accounts of their trips to school this morning. Some will have ridden on buses or trains, other will have driven cars, and some will have walked. Some will have seen many things or taken part in interesting conversations. Try to open their eyes to the things that are going on all about, taking them out of a humdrum existence and making them vital people. This, too, is excellent practice in composing on the machine.

33 On one of your rhythm drills—preferably to music—have the class alternate light and heavy strokes. Be sure the hands maintain good positions, with a mini-

mum of movement in the arms, while the first line is typed very lightly and the second is beaten out as hard as possible. See to it that each student uses at least two sheets of paper to protect the cylinders.

34 Does a student use the back-spacer excessively? Instead of wearily calling his attention to this time-waster day after day, fasten the back-spacer in position with a rubber band that extends around some of the frame of the machine. Make it tight enough so that no ordinary finger stroke will be effective on this key.

35 Tabulating in unison to music is difficult, but a fair degree of success can be achieved by an advanced class. This drill affords a fine opportunity for showing off a group of exceptional students in a public demonstration if you are sure of the results.

WITH a deep sense of personal loss, we record the death, following a brief illness, of Alfred D. Deibert, founder and principal of Deibert's Private School in Philadelphia, New York.

Mr. Deibert was born in Rockdale, Pennsylvania, a hamlet at the end of Deibert's Valley, which was named for his ancestors, who came to this country in 1714. Mr. Deibert received his early education in the district schools of Deibert's Valley. Later he attended the American Business College and Muhlenberg College, in Allentown.

After teaching for several years in various private and public schools in New York and Pennsylvania, Mr. Deibert went to Philadelphia where, on April 22, 1918, he opened the private school that bears his name. The outstanding success that the school has enjoyed ever since it was established substantiates the founder's conviction that location in a small community need be no hindrance to growth and expansion, for Philadelphia, New York, is probably the smallest community in this country supporting a business college.

In addition to conducting a school, Mr. Deibert operated a 160-acre farm and was a members of the Grange for 29 years. His wide interests extended through active participation in many civic, religious, and organizational affairs.

Mr. Deibert is survived by his widow, three nieces, and a nephew, to whom we extend our sincere sympathy.

Grading Scales for Typewriting Tests

No. 3 of a Series

HOWARD Z. STEWART

Assistant Professor, College of Business Administration, Butler University, Indianapolis

EDITOR'S NOTE—This is the third of a series of eight typewriting scales for use in high schools to be published in the B.E.W. Mr. Stewart's full set of twenty-two scales is available in book form. Publisher, The Garrard Press, Champaign, Illinois.

The set has been based on the periodic progress made by students through two years of high school training. In preparing the scales, the author's aim was to combine the factors of satisfactory periodic progress, ease and speed in checking, and fairness and equality in the objective grading of typing tests.

To find the net rate a minute and the percentage grade, first find the proper range of strokes; then move the finger to the right to the proper error column. The teacher may place the letter grade equivalent for the percentage grade in the space provided, if desired.

One of the outstanding values in the use of the scales is the opportunity such use affords the students to know how they rank in so far as test grades are concerned, as the scales are objective statements of student achievement in proportion to the weeks spent in study.

FORTY-FOURTH WEEK — 15 MINUTE TEST

	E R R O R S											
STROKES	0	1	2	3	4	5	6	7	8	9	10	11
5175-5249												62--95/
5100-5174											62-100/	61--94/
5025-5099											61--99/	60--93/
4950-5024											60--98/	59--93/
4875-4949										60-100/	59--98/	58--92/
4800-4874										59--99/	58--97/	57--91/
4725-4799									58-100/	58--98/	57--96/	56--91/
4650-4724									57--99/	57--98/	56--96/	55--90/
4575-4649								57-100/	56--98/	56--97/	55--95/	54--89/
4500-4574								56--99/	55--98/	55--96/	54--94/	53--89/
4425-4499								55--99/	54--97/	54--96/	53--94/	52--88/
4350-4424							55-100/	54--98/	53--96/	53--95/	52--93/	51--87/
4275-4349						54-100/	54--99/	53--97/	52--96/	52--94/	51--92/	50--87/
4200-4274						53--99/	53--98/	52--97/	51--95/	51--94/	50--92/	49--85/
4125-4199					53-100/	52--99/	52--98/	51--96/	50--94/	50--93/	49--90/	48--84/
4050-4124					52--99/	51--98/	51--97/	50--95/	49--93/	49--92/	48--89/	47--83/
3975-4049				52-100/	51--99/	50--97/	50--96/	49--94/	48--92/	48--90/	47--88/	46--81/
3900-3974			51-100/	51--99/	50--98/	49--96/	49--95/	48--93/	47--90/	47--89/	46--86/	45--80/
3825-3899			50--99/	50--99/	49--97/	48--95/	48--94/	47--91/	46--89/	46--88/	45--85/	44--79/
3750-3824		50-100/	49--98/	49--97/	48--95/	47--93/	47--92/	46--90/	45--88/	45--86/	44--84/	43--77/
3675-3749	50-100/	49--98/	48--97/	48--96/	47--94/	46--92/	46--91/	45--89/	44--86/	44--85/	43--82/	42--76/
3600-3674	49--99/	48--97/	47--95/	47--95/	46--93/	45--91/	45--90/	44--87/	43--85/	43--84/	42--81/	41--75/
3525-3599	48--97/	47--96/	46--94/	46--93/	45--91/	44--89/	44--88/	43--86/	42--84/	42--82/	41--80/	40--74/
3450-3524	47--96/	46--94/	45--93/	45--92/	44--90/	43--88/	43--87/	42--85/	41--82/	41--81/	40--79/	39--73/
3375-3449	46--95/	45--93/	44--91/	44--91/	43--89/	42--87/	42--86/	41--83/	40--82/	40--80/	39--78/	38--72/
3300-3374	45--93/	44--92/	43--90/	43--89/	42--87/	41--85/	41--84/	40--83/	39--81/	39--80/	38--77/	37--71/
3225-3299	44--92/	43--90/	42--89/	42--88/	41--86/	40--85/	40--84/	39--82/	38--80/	38--78/	37--76/	36--70/
3150-3224	43--91/	42--89/	41--87/	41--87/	40--85/	39--84/	39--83/	38--81/	37--78/	37--77/	36--75/	35--69/
3075-3149	42--89/	41--88/	40--87/	40--86/	39--85/	38--83/	38--82/	37--79/	36--78/	36--76/	35--65/	
3000-3074	41--88/	40--87/	39--86/	39--85/	38--83/	37--81/	37--80/	36--79/	35--68/			
2925-2999	40--87/	39--86/	38--85/	38--84/	37--82/	36--81/	36--80/	35--69/				
2850-2924	39--87/	38--85/	37--83/	37--83/	36--81/	35--71/						
2775-2849	38--85/	37--84/	36--83/	36--82/	35--71/							
2700-2774	37--84/	36--83/	35--73/									
2625-2699	36--83/	35--73/										
2550-2624	35--73/											
	0	1	2	3	4	5	6	7	8	9	10	11



Consumer Education News

RAY G. PRICE



DR. E. G. CLINE, in the September issue of *School and Society*, discusses the problem of consumer education from the viewpoint of personal-use education. Dr. Cline is of the opinion that our conception of consumer education is too narrow—that it should be expanded to include all subject-matter fields in the curriculum.

He points out that there are far more consumers of music than professional musicians, many more consumers of literature than writers and critics. Personal-use education is considered by Dr. Cline as being a broader and more inclusive term.

Congratulations

The *Consumer Education Journal* of the Consumer Education Association has made its debut. The first issue of this monthly publication is all that could be desired. If the October number is any criterion for judging the future issues, it should receive a warm and cordial welcome by teachers interested in this important phase of education.

Six authorities in the field contribute interesting and stimulating articles. General views regarding the problem of consumer education, as well as specific classroom teaching aids, are included in this first issue.

The board of editors is to be congratulated.

Left, Right, Left

The *Forum Magazine* for October takes to task consumer education in the schools and private rating organizations. In an article entitled "Guinea Pigs Left March," Stanley High, after reviewing some of the practices of teaching consumer education, arrives at this conclusion:

It is obvious that the net result of this campaign among the nation's young people is to create the conviction that advertising, as observable in the United States, is without a respectable leg to stand on.

From my own experiences in consumer education during the past ten years, I cannot help feeling that Mr. High used, for his examples, the exceptional rather than the usual type of consumer education being taught in our schools today. His criticism might have had some justification four or five years ago. My own observations have been that we have passed through the "scare" era, in which business was condemned as being fraudulent, crooked, and unscrupulous, to an era of constructive and critical analysis of some of these problems.

Mr. High also makes a surprising statement, that two-thirds of the secondary schools in the United States require a course in consumer education. And consumer education is accused of misrepresenting the facts!

Did You Know?

The consumer movement is only about ten years old!

Consumer education in the schools has made its greatest strides in the past five years.

Consumer's Guide has a circulation well over a hundred thousand.

Membership in consumer co-operatives doubled over a three-year period.

Your Library

The following list, except for a few changes by your editor, appeared in the August issue of *The American Consumer*. Suggested free and low-priced material for the consumer's home library is listed here.

SUPPLEMENTARY LISTS

Consumer Services of Government Agencies, Consumers' Counsel Division of the A. A. A., Washington, D. C.

List of Available Publications of the U. S. Department of Agriculture, Superintendent of Documents, Washington, D. C.

Some Public Health Service Publications Suitable for General Distribution, Superintendent of Documents, Washington, D. C.

Health Publications of the American Medical Association, Price List, 1939, American Medical Association, 535 North Dearborn Street, Chicago.

Catalog of Health Literature, Welfare Division of the Metropolitan Life Insurance Company, New York City.

FREE LIBRARY

Budgeting and Economics

Money Management for Households, Household Finance Corporation, 919 North Michigan Avenue, Chicago. Free.

Menu-Planning and Food Preparation

Three Meals a Day, Metropolitan Life Insurance Company, New York City. Free.

The Family Food Supply, Metropolitan Life Insurance Company, New York City. Free.

Metropolitan Cook Book, Metropolitan Life Insurance Company, New York City. Free.

When You Buy Meat, Consumers' Counsel Division, A. A. A., Washington, D. C. Free.

Consumer-Buyer Units in Foods, by Allen, Pittman and Rust, Extension Service, Kansas State College of Agriculture and Applied Science, Manhattan, Kansas. Free.

Carving and Serving Poultry Meat, Institute of American Poultry Industries, 110 North Franklin Street, Chicago. Free.

Canned Food Facts, American Can Company, 230 Park Avenue, New York City. (Contains other references.) Free.

Shopping

Hidden Values, Sears, Roebuck and Company, Chicago, Illinois. Following titles: Hosiery, Cooking Utensils, Fabrics, Bedding, Table Appearments, Shoes. Free.

Buying Electrical Equipment, Extension Circular 27, Extension Service, State College of Washington, Pullman, Washington. Free.

Housekeeping

The Care of Floors, National Bureau of Standards, LC 388, Department of Commerce, Washington, D. C. Free.

Electrical Service With Safety, International Association of Electrical Inspectors, 85 John Street, New York City. Free.

Practical and Speedy Cleaning Methods, by Effie S. Barrows, Circular No. 82, Extension Service, Utah State Agricultural College, Logan, Utah. Free.

Efficient Laundry Methods, by Esther Pond, Ex-

tension Bulletin 243, Extension Service, State College of Washington, Pullman, Washington. Free.

Family Health

First Aid, Metropolitan Life Insurance Company, New York City. Free.

Good Teeth at All Ages, Metropolitan Life Insurance Company, New York City. Free.

Care of the Eyes, Metropolitan Life Insurance Company, New York City. Free.

Precautions in Handling Contagious Diseases, Metropolitan Life Insurance Company, New York City. Free.

Care of the Sick, Metropolitan Life Insurance Company, New York City. Free.

General

Consumer's Guide, periodical publication of the Consumers' Counsel Division, A. A. A., U. S. Department of Agriculture, Washington, D. C. Free.

\$1.50 LIBRARY

CONSUMERS' BOOKSHELF. A bibliography of publications on commodity buying and other consumer problems. Superintendent of Documents, Washington, D. C. 15 cents.

CONSUMERS SERVICES OF GOVERNMENT AGENCIES. Consumers' Counsel Division, Agricultural Adjustment Administration, Washington, D. C. Free.

Budgeting and Economics

Credit for Consumers, Public Affairs Pamphlets, No. 5, Public Affairs Committee, 8 West 40th Street, New York City. 10 cents.

Menu-Planning and Food Preparation

Stretching the Food Dollar, Household Finance Corporation, 919 N. Michigan Avenue, Chicago, Illinois. 2½ cents.

Better Buymanship Booklets. Following titles: Poultry, Eggs and Fish, Fruits and Vegetables, Dairy Products, Food Fats and Oils, Meat. 2½ cents each.

Diets to Fit the Family Income, Farmers Bulletin No. 1757, U. S. Department of Agriculture, Washington, D. C. 5 cents.

Fruit and Vegetable Buying Guide for Consumers, by R. G. Hill, Miscellaneous Publication No. 167, U. S. Department of Agriculture, Washington, D. C. 5 cents.

Shopping

Better Buymanship Booklets, Household Finance Corporation, 919 North Michigan Avenue, Chicago, Illinois. Following titles: Sheets, Blankets. Table Linens and Towels. Shoes. Kitchen Utensils. Furs. Floor Coverings. Cosmetics. Gasoline and Oil. Electric Vacuum Cleaners. Children's Playthings and Books. Soap and Other Cleansing Agents. Automobile Tires. Dinnerware. Household Refrigerators. Gloves. Fabrics. Hosiery. Stretching the Clothing Dollar. 2½ cents each.

200 Questions and Answers, R. H. Macy &

Co., Inc., New York City. (Includes housekeeping hints.) 10 cents.

When A Woman Buys A Coat, Leaflet 117, U. S. Department of Agriculture, Washington. 10 cents.

Guides for Buying Sheets, Blankets, and Bath Towels, Farmers' Bulletin No. 1765, U. S. Department of Agriculture, Washington. 5 cents.

The Consumer Looks at Textiles, by Mary McDonough, *The American Consumer*, 205 E. 42d St., New York City. (Other special consumer material published frequently.) 5 cents.

Housekeeping

Methods and Equipment for Home Laundering, Farmers' Bulletin No. 1497, U. S. Department of Agriculture, Washington. 5 cents.

Selection, Installation, Finish, and Maintenance of Wood Floors for Dwellings, by R. K. Helphinstine, Jr., U. S. Forest Service, Circular No. 489,

Superintendent of Documents, Washington, D. C. 5 cents.

Better Buymanship Booklet, Home Heating, Household Finance Corporation, 919 North Michigan Avenue, Chicago, Illinois. 2½ cents.

Family Health

The Home Medicine Cabinet, Consumers' Project, U. S. Department of Labor, Washington. 5 cents.

What Is a Health Examination, Anyway? American Medical Association, 535 North Dearborn Street, Chicago, Illinois. 10 cents.

Child Management, by D. A. Thom, M.D., Children's Bureau, U. S. Department of Labor, Washington, D. C. 10 cents.

A new word is like a wild animal you have caught. You must learn its ways and break it in before you can use it.—H. G. Wells.

Statement of the Ownership, Management, Circulation, Etc.

Required by the Acts of Congress of August 24, 1912, and March 3, 1933

OF THE BUSINESS EDUCATION WORLD, published monthly, except July and August, at East Stroudsburg, Pennsylvania, for October 1, 1939.

State of New York } ss.
County of New York }

Before me, a notary public in and for the State and county aforesaid, personally appeared Guy S. Fry, who, having been duly sworn according to law, deposes and says that he is the business manager of THE BUSINESS EDUCATION WORLD and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, as amended by the Act of March 3, 1933, embodied in section 537, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business manager are: Publisher, The Gregg Publishing Company, 270 Madison Avenue, New York, N. Y.; Editor, John Robert Gregg, 270 Madison Avenue, New York, N. Y.; Managing Editor, Clyde I. Blanchard, 270 Madison Avenue, New York, N. Y.; Business Manager, Guy S. Fry, 270 Madison Avenue, New York, N. Y.

2. That the owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member, must be given.)

The Gregg Publishing Company, 270 Madison Avenue, New York, N. Y.; John Robert Gregg,

President, 270 Madison Avenue, New York, N. Y.; Guy S. Fry, Secretary-Treasurer, 270 Madison Avenue, New York, N. Y.; Edmund Gregg, 6 North Michigan Avenue, Chicago, Illinois.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: (If there are none, so state.) None.

4. That the two paragraphs next above giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the twelve months preceding the date shown above is ———— (This information is required from daily publications only.)

Guy S. Fry, Business Manager

Sworn to and subscribed before me this 2d day of October, 1939. (Seal) Harriet P. Banker. (My commission expires March 30, 1940.)

The Successful Salesman

C. W. COX

EDITOR'S NOTE—Mr. Cox is director of vocational education and distributive occupations in the Alameda, California, public schools. He believes in sitting down with employees and analyzing the subject of distributive occupations from the employer's point of view. Content and method based on conferences of this nature are found to be successful.

INTERESTING facts come to light when you sit down and start thinking of what actually takes place when an applicant is being considered for employment.

When an applicant makes his entry into an office, he is rated in several specific ways before he ever says a word, and falling down in any one of them may cost him his job.

We may think of these "silent-rating" characteristics as questions automatically asked and answered by the employment manager after the applicant enters but before conversation begins. Here they are:

Appearance	Poise
Health	Age
Neatness	Posture
Personality	Signs of enthusiasm
Alertness	Apparent adaptability
Respectful approach	Physical characteristics

When the applicant speaks, he is instantly and automatically rated on such points as these:

Voice	Straightforward glance
Directness of speech	Gesticulations
Use of English	Attentiveness
Over-eloquence	What he says about
Impediments in speech	himself and how he
Politeness	says it.

Of course, the rating depends on the thoroughness of the employment manager. He is seeking a good employee, and he remembers that the applicant is seeking a good job. Both employment manager and applicant must, therefore, be efficient.

After an applicant is hired and has gone to work as a salesman, he is rated again in other ways. These ratings will range from the employee's adaptability to the job he

is trying to fill all the way to those factors that come under the heading of "ability to mind his own business."

The outstanding goal and the ultimate desire of every ambitious person is success.

The following list of qualifications of a salesman is based on the experiences of men who are successful in that work.

The Successful Salesman

1. He must be more than a salesman; he must be an engineer.
2. He must help the customer to analyze his problems and let him select the merchandise which is economically the best to purchase.
3. He must separate the customer's desires from his actual needs in terms of his financial status.
4. He must prove that initial cost may not be the prime economic factor in buying.
5. He must create a desire on the part of the customer to possess the products he is selling.
6. He must know how to make friends.
7. He must know how to sell his product on its merits only.
8. He must be definitely interested in his customer's problems.
9. He must not oversell the customer.
10. He must have a definite desire to be of service to the customer.
11. He must be able to show the customer that money spent with his firm is the same as an investment.
12. He must know how to keep his customers satisfied.
13. He must build up confidence in his customers.
14. He must remember that "He profits most who serves the best."
15. He "sells the sizzle, not the steak."
16. He asks "which," not "if."
17. He must be able to sell his product without knocking his competitor's.
18. He must advertise special-feature sales.



*Suppressio Veri, Expressio Falsi*¹

WILLIAM E. HAINES

Supervisor of Business Education, Wilmington, Delaware

ONE hears so much these days about the American Bill of Rights and its personal guarantees to the citizen that one might even conclude that the Constitution is the offspring rather than the parent.

As a matter of fact, the roots of our democracy spring from these first ten amendments, and should we ever be forced to abandon all else, it is not inconceivable that the retention of the Bill of Rights would preserve the essentials of democratic government.

By and large, the main body of the Constitution provides the mechanical basis for legislative, executive, and judicial action, while the Bill of Rights underwrites those fundamental assurances without which the democratic process could not survive.

It is quite probable that a dictator could mold our governmental framework to fit his purposes—but not so long as the Bill of Rights is a part of the Constitution. These guarantees range from the freedom of religion to the rights of states to act on matters upon which the Constitution is silent.

The maxim that heads this discussion is concerned chiefly with Article I, which reads:

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble and petition the government for redress of grievances.

Since the declaration of the Second World War, America has been and will continue to be subjected to propaganda in all its forms, from the subtle, clever type to the crude, insipid variety.

Americans are not unused to propaganda, either domestic or foreign. Since little Delaware first ratified, on December 7, 1787,

the freedom of speech, press, and assembly have made it possible for the propagandist unrestrictedly to peddle his wares. The danger to democracy lies not so much in an unbridled right to present facts and views (both alleged and true), but in the suppression of that right.

The chances of America's staying out of the present European struggle are infinitely greater if the American people are given all the facts. The rigid military censorship of the belligerents is a prostitution of the freedom of speech and press. By the suppression of facts that might prove injurious to either cause, we are accordingly subjected to what amounts to false representation. While it is true that we can in no way control the suppression of truth and the attendant false representation that arises from the struggle in Europe today, we can at least be cognizant of the situation.

So much is said of propaganda nowadays that we have come to think of it as something new, something to which we have not been accustomed. Perhaps propaganda is always bad. Perhaps it is malignant and dangerous. Yet we have for years employed an effective antidote—counter-propaganda. Remove that antidote and we have suppression—false representation.

The American scene has been littered with unworthy propagandists, demagogues whose causes have been deflated like pricked balloons, simply because the sky has been the limit. At times their causes have crashed at the feet of ridicule because they could not indefinitely masquerade their flimsy propaganda as truth. Suppose, on the other hand, our Constitution had not guaranteed them the freedom of expression. Suppose that through a controlled press and radio and a restricted right of assembly, these propagandists could bootleg only a part of their story to the public. Inevitably the people

¹Suppression of the truth is (equivalent to) a false representation.

would attach undue significance to their claims.

The suppression of these rights by the totalitarian governments will produce exactly that result, one day. Whether it will come soon enough to avert a devastating catastrophe, only time will tell.

It is true that unsuppressed speech and press sometimes produce extreme boredom or indignation. Perhaps all of us at times have turned the dials of our radio or leafed

the pages of our newspaper and protested, "There ought to be a law against this." But tolerate it we must if we expect to enjoy the benefits of a free government. In order that we might get the whole truth we must admit all views and facts and hope that somehow our social intelligence will refine the mass and produce an honest residue.

The dangerous propagandist hopes for a suppression of the truth so as to make his false representation possible.

Teaching in New York City

WITH the increasing demand for commercial subjects in the New York City high schools, there has been a corresponding increase in teaching positions. In the past few years, the Board of Examiners has frequently held examinations for commercial teacher licenses. During the past winter, examinations were held for four commercial licenses, which are listed below with the number of teaching positions vacant at the time.

<input type="checkbox"/> Accounting and business practice	117
<input type="checkbox"/> Pitman stenography and typewriting	59
<input type="checkbox"/> Gregg stenography and typewriting	50
<input type="checkbox"/> Merchandising and salesmanship	14

Appointment within a short time is at present fairly assured for the successful candidates. The salary is attractive, ranging from \$2,148 to \$4,500, with mandatory increases of \$156 or more per annum. Allowance is made for previous teaching or business experience up to three increments.

Other advantages are tenure of position, a liberal pension law, sabbatical leaves on about two-thirds pay, and opportunities for advancement. (A high school first assistant receives \$5,688; and a principal, a maximum of \$10,000.)

There is no discrimination against candidates from outside the city. The requirements are practically the same for all.

The age limit is 20-40. A baccalaureate degree is required, plus fifteen semester hours in approved graduate or undergraduate courses.

The preparation shall include 42 semester hours in approved courses related to the sub-

ject and 12 semester hours in appropriate courses in education.

The minimum requirements, in semester hours, for technical preparation are as follows:

Stenography and Typewriting:

Advanced typewriting, 4; advanced shorthand, 8; secretarial practice, 2; business law, 4; business management and organization, 2; money, banking, and finance, 2; economic geography, 2; advanced written composition, 2; business English, 2.

Accounting and Business Practice:

Advanced bookkeeping and accounting, 12; office practice, 2; business law, 6; business management and organization, 2; business mathematics and/or commercial arithmetic, 2; money, banking, and finance, 2; economic geography, 2.

Merchandising and Salesmanship:

Merchandising and salesmanship, 12; business law, 4; business management and organization, 2; business mathematics and/or commercial arithmetic, 4; money, banking, and finance, 2; economic geography, 2; advanced written composition, 2; business English, 2.

The following teaching experience is required: One year of teaching the subject in grades above 8B or in college; or two years of teaching the subject in schools; or five years of teaching.

One year of approved and appropriate commercial experience is also required.

It is suggested that prospective candidates write to the Board of Examiners, 500 Park Avenue, New York, New York, for an application blank and a circular containing full, detailed, explicit information concerning the scope of the examination. BUSINESS EDUCATION WORLD will be glad to answer inquiries about past examinations.



There's More Than News In a Newspaper

MAE WALKER

IN THE business world, to know shorthand and typewriting is not enough.

One must be able to use the exact word, the inevitable word, wherever it is needed in letters and in speech. On the commercial department often falls much of the responsibility for providing business students with this rich background of words.

To assist in presenting the material needed for effective word study, the commercial department should publish a newspaper. Among the reasons for such publication, however, the department often ignores the need for studying those living entities of which the paper is made—words. Words alone have comparatively few meanings, but in combination with other words on the printed page, their interpretations are innumerable. When these groups of words are multiplied by numbers of readers with varied backgrounds and understandings, their possibilities are unlimited.

Often the level of a student's vocabulary depends upon that of his newspaper. Claiming lack of time, he seldom undertakes any other reading. Will Rogers realized the potency of the newspaper in American life, and he voiced the people's ideas when he said, "All I know is just what I read in the papers." Richard Halliburton also knew the fine art of word reporting and used it to transport his visible and unseen audiences into realms of fantasy.

As a medium for enlarging the students' vocabulary, the school or department paper ranks, in effectiveness, with dictionary study, conversation, and good literature. In addition to its entertainment features, news items, and editorial comment, there should be a vocabulary-education section, which

will help the students to write creatively and to read understandingly.

It is impossible to enumerate the readers of a department paper, such as the *Steno Chat*, published by the commercial department of the Knoxville High School.

Students read this mimeographed magazine, digest the various news items, acquire new phrases, and frequently criticize the choice of words of the editors. Every reader, as well as every member of the staff, is a self-appointed critic.

One of the bases of such a paper is probably the collecting instinct—the gathering of news, which may include matters of such interest and value that they eventually come to rest on the bulletin board or in a scrapbook. Business letters, good and bad, are usually in these collections. Many times the letters contain words that are incorrectly used or that should have been "blacked out." The most common of these errors is the use of *respectively* for *respectfully*. The vocabularies of these letters make excellent news material. Many students thus learn the correct word by discovering that the wrong one was used.

The editorial staff of the paper is always on a word diet, enforced by its readers. A trite expression is ridiculed by a few who set the styles for the "copycats." New words are quoted from exchange articles. For example, *accumulate*, *caprice*, and *novelty* enter the student's vocabulary from an article on Mark Twain and the typewriter. *Perplexity* and *vagary* come from an article on Dickens and shorthand. The editors display their stock of words in editorials. Some words used in recent editorials are *vitality*, *vocational*, *avid*, and *component*.

The systematic barring of overused phrases and the inclusion of new words is an excellent idea. Also, a particular issue may be devoted to some special topic—for ex-

ample, typewriting—and the vocabulary restricted to words related to that subject. If a different subject is selected each week, or each issue, there will be ample opportunity for vocabulary expansion.

The vocabulary may also be increased through articles on the evolution of certain business terms, such as *stenography*, *salary*, *wages*, *net gross*, *suffix prefix*, *debit*, and *credit*. A clever staff artist can make these terms even more impressive by line drawings or cartoons.

The humor department (called "Strike-overs" in the *Steno Chat*) is responsible for some effective vocabulary building. Often the jokes include misstatements made by the students themselves. Some examples are: *polematician* for *parliamentarian*; *descent* for *decent*; *patent* for *patient*; *ulcer* for *ulster*; and *obstructor* for *instructor* (appropriately?). Every class is a treasure house for the humor editors.

The contests conducted by the paper usually have for their purpose the increasing of the students' vocabulary. The teachers can co-operate with the editors by requiring every student to enter each contest. The winning entries are published in the issue following the contest.

One such contest called for definitions of *personality*. A second presented student opinions of Albert Tangora. Another consisted of letters to Santa Claus, written in shorthand. A fourth asked for a list of substitutes for the word *ask*. The longest list submitted thus far contains over three hundred acceptable substitutes. Class discussions of these contest events invariably lead to a better understanding of word meanings. A forthcoming issue of the *Steno Chat* will publish a contest of malapropisms, in letter form; and a prize will be offered to the student who is able to correct the greatest number of these.

Rhymes, with and without reason, are fascinating (some would say sugar-coated) tools for enlarging the vocabulary. The limerick is the easiest to write.

There was a poor typist called Jane,
Who never was quite *sane*,
Though her cakes were *delicious*,
Her smiles were *malicious*;
And her shorthand was always a *bane*.

Methods of vocabulary enrichment are myriad. No one method is guaranteed to be an open sesame to success, unless the student studies industriously, assiduously, and continuously; unless he seizes every opportunity to learn a new word and to incorporate it in his speaking and writing vocabulary. The building up of a rich vocabulary is a lifetime job, but one that will pay huge dividends in every worth-while human endeavor.

While many vocabularies are products of unconscious development, others are hot-house plants that need constant encouragement and attention as they mature. Commercial teachers must realize that their classes, as well as those of the English department, are vocabulary greenhouses, in which they must use every available method of developing a variety and richness of expression.

*

EARL CLEVENGER, head of the department of commerce, Central State College, Edmond, Oklahoma, has taken a leave of absence and is carrying on graduate study at the University of Southern California, Los Angeles, and also teaching at the George Pepperdine College of that city.

During his leave of absence, his duties have been taken over by Lewis Oden.

LEVERETT S. LYON has been appointed chief executive officer of the Chicago Association of Commerce, an addition to the Association staff caused by its enlarged program, known as the Greater Chicago Plan.



Mr. Lyon is one of business education's most distinguished leaders, although his duties for the past several years have not permitted him to be actively engaged in this field. He has been executive vice-president of the Brookings

Institution at Washington since 1932, devoting himself to a study of American business and its fundamental economics. Possessing an unusually keen analytical mind, he has made valuable contributions to a saner and truer view of the functions of business in relation to society.



Commercial Education Day at Boston University

INCREASINGLY complex problems facing commercial students today require that students have sound standards and wider general training, said speakers at the Commercial Education Day program, held on October 5 at Boston University's Charles Hayden Memorial building. The program was the seventh and final event in a series of dedicatory exercises for the new Hayden Memorial home of the University's College of Business Administration.

Dean Everett W. Lord, of the College, opened the meeting, and Professor Atlee L. Percy, chairman of the division of commercial education, presided. Principal addresses were given by the Honorable Walter F. Downey, Massachusetts commissioner of education, and Peter L. Agnew of New York University School of Education, president of the E.C.T.A.

Speaking on "The Function of the College of Business Administration in the Training of Commercial Teachers," Mr. Downey said, in part:

In all the high schools in Massachusetts, 65,000 pupils are taking a commercial course; 43,000 take the college-preparatory course; others are taking the general course and the manual-arts course. It is clear, therefore, that the course which attracts the largest number of students is in the commercial branches.

An investigation of the opinions of business leaders indicates that there is a real need for giving attention to the requirements of business in all these courses. Among these opinions are stressed the following:

1. Proper training for personal responsibility to the position and to the employer.

2. Sound groundwork in English and penmanship.
3. Sound character traits.

Mr. Agnew, a graduate of Boston University's College of Business Administration, spoke on "Office Practice in the Teacher-Training Program." In outlining the needs and demands in the preparation for office work, he said:

We have come to feel that if there must be a choice between specialization and general training in the field of office practice, the general training is far more valuable to the average student.

Through this course he should presumably get a type of training that should make him feel at home in the office. He should get an appreciation of the office organization and where he, as a worker, fits into this organization. The course should provide for development of personal qualities and should further develop and maintain certain skills that have already been taught in the school. It should give the student a fairly good understanding of a number of office knowledges, such as those dealing with telephone, transportation, telegraph, and filing.

The commercial teacher training institution will have to include much of this work in its curriculum as rapidly as possible if the teachers of the future are to be trained for teaching in courses that are increasing in demand.

Greetings were expressed by six other graduates of the college. These included Frederick A. Askley, superintendent of schools, Everett; Bruce F. Jeffery, principal, B. F. Brown Junior High School, Fitchburg; Frank C. Phillips, director, department of business education, Medford; John W. Archibald, president, Salem Commercial School; and James L. Conrad, president, Nichols Junior College, Dudley.



[EDITOR'S NOTE—Five experts, including the two following commentators, have been discussing the teaching of the work sheet ever since last spring ("Teaching the Work Sheet", April, 1939, pages 655-657). Before long we shall have to say, as does the *London Times* in like situations, "This correspondence must cease."]

TO THE EDITOR:

With all due respect for "Practicing Accountant's" "thirty years of experience as a classroom teacher of bookkeeping, author and editor of bookkeeping texts, or in practical work," I still maintain that the work sheet does prove the correctness of the result of business operations as recorded on the books; and I find no proof in "Practicing Accountant's" comments that it does not.

I concede that I might have added "as recorded on the books" to my original statement, as I have stated above; but I assumed that this condition was understood; and "Practicing Accountant's" statement, "Naturally the bookkeeper must know what adjustments are necessary and how to make them," seems to justify this assumption. Of course, I am well aware that numerous errors in the original and adjusting entries may be made that the work sheet will not detect.

"Practicing Accountant" concedes that the Statement of Profit and Expense must check with the Balance Sheet. Now, assuming that the original entries have been audited, and the adjusting entries have been made or audited by a competent auditor, I claim that this check is proof of the correctness of the result when the work sheet is prepared by one who knows how. I shall appreciate the favor if "Practicing Accountant" will cite a case in proof of his claim that "either the Income Statement or the Balance Sheet

or both could conceivably be so wrong in so many respects as to be useless for their intended purpose."

I claim that an adjusted trial balance is a "nuisance and unnecessary" in a work sheet, because every item that would appear in the adjusted trial balance appears in the Income and Expense and Balance Sheet sections of the work sheet, with the indispensable advantage of the proof of correctness. The setting-up of the adjusting entries and temporary statements requires only a little extra time and work, for which the proof of correctness more than compensates.

Of course, if a work sheet is not prepared, the adjusted trial balance is the next best check; but it is only a proof that the ledger is in balance and, therefore, a lame device compared with the work sheet.

Will "Practicing Accountant" please give some arguments to prove that all amounts for balancing the accounts cannot be taken from the Statement of Profit and Expense, and why "the adjusted trial balance is a better and more reliable source of the information required for this step in accounting procedure"?

Until "Practicing Accountant" produces some arguments in proof of his claim that the work sheet is "a useless waste of time and altogether impracticable," I must still believe that the work sheet is not an "indispensable step" but a very important aid in the preparation of financial statements.

"Practicing Accountant" asks: "How are we going to record twenty-one adjustments affecting one account on any form of work sheet treated in bookkeeping texts and taught in bookkeeping classrooms?" Textbooks show only model forms, fix no limits to the length of work sheets, and it isn't necessary to record twenty-one adjustments in teaching a class how several adjustments can be made in the same account.—J. L. Briggs, *East High School, Rochester, New York.*

TO THE EDITOR:

I have not said that the work sheet should not be taught—only that in most practical accounting situations it is a nuisance and unnecessary. I might add that it is a waste of valuable time, just when there is no time to waste.

As a *teaching* device, the work sheet can be justified; as a *working* device, it is useless to the practicing accountant. The manager of the New York office of one of the largest and best-known accounting firms in the world, who personally directs a large staff of practicing certified accountants in closing the books and preparing financial reports for many large and well-known companies, tells me that he has not seen a work sheet used by an accountant for years—and that the numerous adjustments affecting many accounts make the use of a work sheet impossible.—Comments by an anonymous practicing accountant, *New York City.*

TO THE EDITOR:

Wera Mitchell's delightful article, "A School-ma'am Learns About Business," prompts me to remark that some of the office tasks she never had to perform do, nevertheless, fall to the lot of many stenographers. But the operation of many office machines can be learned on the job.

My own office experience has been limited, in comparison with hers, but it has included casual assignments to operate some of the equipment she does not think stenographers usually encounter.

The Mimeograph I know and love like a brother, but if we had one in the high school where I obtained my business training, I never saw it. I learned on the job. Here in our own organization, anyone who wants mimeographing done just goes ahead and does it, without any fuss.

In two of my three jobs since college, I have had to operate a private switchboard. Again, in the organization where I rejoice to earn my daily bread, any one of a dozen or more people can operate our board in a pinch. (But not I. I have carefully avoided learning it.)

Now about filing, which Mrs. Mitchell has never had to do. Filing is a sore spot with me. I was always adept at putting papers into a file, but I have never been able to get them out again easily, even when I worked for a lawyer who ruled that we should file everything under Miscellaneous. I did filing for two years, nevertheless, as do all the secretaries I know.

The assignment to operate a dictating machine was a total surprise—the manager of a store where I used to work put me at it by mistake. The girl who was supposed to do it gave me half an hour's supervisory instruction and that was all.

And with the Comptometer—I should not care to undertake any division problems with it; but during inventory in the store just mentioned, everyone on the force helped with extensions. I learned to do some fancy percentages, too—I, who can't do plain arithmetic *without* a machine.

You see, I agree with Mrs. Mitchell that much time spent teaching the operations of these gadgets is time wasted, but plenty of run-of-the-mine stenographers and secretaries have to use them, as a matter of course.

The ax I want to grind is this: Why doesn't somebody spend an hour teaching the collating of papers? I had to spend hundreds of hours doing that, when I worked for an advertising man. It had to be done fast, and it *can* be done fast if the doer knows how. But it is not something you just pick up by accident; it is a definite skill that should be taught. One reason you don't pick it up is that you don't know, unless you are shown, that it *can* be done fast. I hate to see someone fumbling with a pile of papers and a stapler—but it goes on every day, in almost every office, wasting time.

Collating pages of sales bulletins or stuffing advertising matter into envelopes may sound like work beneath a secretary's dignity. It isn't. If the boss leaves the secretary to get out ten thousand multigraphed letters, each with five or six enclosures, before he returns from Chicago, what is she to do? She asks the personnel manager for several unskilled girls from the factory, of course—but *she has to show them how to do the work.*

I've had to do that. And I have had to set and tear down Multigraph type, draw pictures on stencils to publicize company picnics, and write poems for sales bulletins. (Nobody has ever assigned me to play the harp, but I have never claimed to be able to draw, either.)

They didn't teach those things in school, but why should they? As Mrs. Mitchell suggests, some of the things they teach in office-practice courses, a stenographer doesn't have to do; most of the others, the stenographer learns anyway.

In saying this, I am not forgetting that of two skilled stenographic applicants the one with a knowledge of office machines can probably make a better impression during the employment interview. But in the endeavor to train really competent stenographers, let's not subordinate the cultural courses to detailed machine instruction and prolonged practice that stenographic students don't need.—*Ex-Secretary.*

DEAR MR. EDLUND:

Your article in the September, 1939, BUSINESS EDUCATION WORLD, "Pick Your Job and Land It," is excellent. It ties right in with the work we are doing in helping our students who have prepared themselves for business to obtain a job.—*Inez E. Moore, Lincoln High School, Tacoma, Washington.*

TO THE EDITOR:

The article by William E. Haines on page 37 of the September B.E.W., "Scribere Est Agere," is a very brief one, but it is literally packed with valuable information.

In my classes in office practice, I have been stressing the fact that when a person signs his name to a business paper it is binding, and when his name is thus signed the obligation assumed by him is not to be considered lightly.

In other words, I say to the student, "Your name is you, and when your name is brought up for discussion in any group, this particular name ought to be a symbol of integrity and uprightness." Obligations are not to be assumed lightly, but when they are assumed, they should be fulfilled to the last detail.

"Put it in writing" may seem to involve a great deal of detail, but we must have written records, and they should by all means be accurate and dependable.—*Homer N. Williams, Smithdeal-Massey Business College, Richmond, Virginia.*

Are There Any Questions?

This educational service is brought to you by arrangement with Teachers College, Columbia University. Questions on education may be submitted through the B.E.W.

Question: How do high school students of superior mental ability differ in interests and activities from those of inferior mental ability?

Reply: According to a study made by Dr. G. M. Blair of the University of Illinois, it was found that high school students of superior mental ability were generally more active in school affairs than those of inferior mental ability.

Reading, building models of airplanes and boats, photography, and writing were the favorite hobbies of the gifted pupils. Boys in the un-gifted group listed collecting most often as their hobby; the girls listed sewing, knitting, and cooking.

Of the mentally superior boys under study, 31.8 per cent listed mathematics as their favorite subject, as compared to only 8 per cent of the inferior boys. Shop was the best-liked subject of the mentally inferior boys, and home economics of the mentally inferior girls. English was given as the preferred subject by the superior girls.

Question: To what extent should initiative and determination of school policies be left to students?

Reply: "A school is concerned with the development of a pupil's initiative. This development may occur in class, and as schools are now organized it frequently finds a favorable opportunity for development in the school's extracurricular activities," Elbert K. Fretwell, professor of education at Teachers College, Columbia University, points out.

"Under wise guidance, pupils can participate with profit to themselves and the school in the formulation of school policies. This participation doesn't at all necessarily insure wiser policies, but it can furnish a favorable opportunity for pupils to understand policies and to learn how to face and analyze problems and to go as far as they are able to go in proposing wise solutions.

"Pupil participation in no way relieves the principal or the school authorities of responsibility for everything that happens in the school."

• • The Bureau of Educational Research in Science, under the direction of Professor S. Ralph Powers of Teachers College, Columbia University, in a recent report based on the best scholarship available, points out that there is no evidence forthcoming from the studies of human heredity that would justify the view that any one race is superior to any other in the much-flaunted socially significant traits such as honesty, ambition, and intelligence.

"It is important to realize that the genetic differences between races are extremely small," the report explains, "in comparison to the individual differences within the races themselves. The central theme in teaching this subject today is to emphasize the worth of an individual as an individual and not as a member of a particular race."

• • The idea that education was solely a matter for a teacher and a group of young things has been lost somewhere along the way, in a remarkable change of public opinion. To the rescue of adults came Dr. Edward L. Thorndike, of Teachers College, Columbia University, with his declaration, backed by research, that learning power is based on interest, and not on age; that there is no appreciable difference in the ability of the man of forty-five and his son of twenty when it comes to absorbing new information; that any adult who is not demented can learn most of what he needs to learn.

Question: How many states have teacher tenure laws?

Reply: Seventeen states and the District of Columbia have at present some sort of teacher tenure law. In four of the states, Louisiana, New Jersey, Pennsylvania, and Wisconsin, the law is state-wide in application. In Maryland and Massachusetts it is practically so. The rest have laws applicable to cities above a certain population. In Michigan the law is applicable only after local voters have approved it.

• • A curriculum must be a personal thing. There is no abstract individual to be educated, any more than there ever was an economic man to be manipulated. Educational processes must of necessity address themselves to the human being and must avoid dehumanizing him. Educational activities should be related intimately to all the activities of the population, and should provide for every promising area of growth and self-realization.

The existing school schedules are obsolete. Why is the school day planned so that the most intensive part of our indoor schedule is in that part of the day when sunlight and warmth are at their maximum? The day of the infant and the young child is planned to take advantage of sunlight. Is the health of the older child less important?—Dr. Lester Dix, principal, Lincoln School, Teachers College, Columbia University.



Motion Pictures

FOR BUSINESS EDUCATION

**LAWRENCE
VAN HORN**



THE TEACHING AIDS EXCHANGE, P. O. Box 242, Modesto, California, announces that their business-training films have just been turned over for distribution to the Motion Picture Bureau, National Council, Y. M. C. A., 347 Madison Avenue, New York; 19 South LaSalle Street, Chicago; and 351 Turk Street, San Francisco.

Films can be ordered direct from any of these offices at the standard rental rate of \$2 a reel for each day of use. Members of the Teaching Aids Exchange may take advantage of a 50 per cent discount on all rentals of films controlled by the Teaching Aids Exchange. The films referred to are all 16mm. silent, and have been described in detail in this column in the *BUSINESS EDUCATION WORLD*. "Championship Typing" and "Business Machines" were described in March, 1939, and "Can You Read Gregg?" in April, 1939.

"Tricks of the Trade for Typists," a 16mm. silent motion picture, is now in production. A description of it will appear in this column when it is released.

WILLIAM J. GANZ CO., 19 East 47th Street, New York. The following films were released in September, 1939. Borrower pays express charges both ways.

Air Waves. 16mm. sound motion picture, free loan. (Number of reels and time not given.)

Takes you behind the scenes in the broadcasting capitol and backstage at mammoth Radio City, New York. Shows internationally renowned artists, announcers, and engineers at work; demonstrates how sound effects are contrived; shows headline acts rehearsing and on the air; the control room, radio's nerve center; rapid-fire special-events reporters; radio's "brain trust" creating a program; a great symphony orchestra.

Television. 16mm. sound motion picture, free loan. (Number of reels and time not given.) The television transmitting station is explained. Shows the studio in operation, and an orchestra concert is heard and seen. Shows the mobile unit at a thrilling horse race.

LENAUER INTERNATIONAL FILMS, INC., 202 West 58th Street, New York. The following films were produced by the Film League under the supervision of Arthur Kallet and his associates of Consumer's Union.

Getting Your Money's Worth. A series now available in three editions. 16mm. and 35mm. sound motion pictures; time, about 10 minutes for each edition. Rental rates for each edition: 16mm., \$3 a day; 35mm., \$7.50 a day. Borrower pays transportation charges. Sale prices for each edition: 16mm., \$27, less 15 per cent to schools and colleges.

Edition 1. A and B Grade milk, leather-soled shoes, and lead toys. Produced in 1937.

Edition 2. Razor blades, cold cream, and face powder. Produced in 1938.

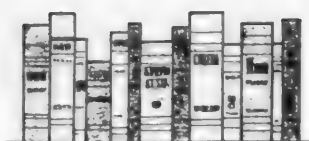
Edition 3. Used cars; what the consumer should know before making such a purchase. Produced in 1939.

Editions 1 and 2 of *Getting Your Money's Worth* are also available through Pictorial Films, Inc., 1650 Broadway, New York. They may be had in 16mm. sound, 1 reel each edition, through rental or purchase. Rental rates on request. Sale price is \$27 each edition.

Editions 1 and 2 of this film are also distributed by Contemporary Films, 1451 Broadway, New York, New York, 16mm. or 35mm., silent or sound, rental \$3.50, sale price \$25, for either edition.

A Handy List of Source Material

EDUCATIONAL SCREEN, a magazine published monthly, except during July and August, by Educational Screen, 64 E. Lake St., Chicago, Ill., \$2 a year, \$3 for two years. This publication discusses methods, procedures, and results with various types of visual teaching aids to instruction. Gives up-to-date information on progress and developments generally. The official organ of visual instruction of the National Education Association.



Your Professional Reading

MARION M. LAMB

Let this department guide your professional reading. The B.E.W. is constantly on the lookout for new books and magazine articles of interest to business educators.



ALTHOUGH Christmas-shopping lists seem to be a subject remote from your professional reading, we cannot forego this opportunity to point out the fact that, if you are buying professional books, you are entitled to a professional discount. Many publishing houses allow a teachers' discount ranging from 20 to 30 per cent of the purchase price of the book. To get the discount, you must buy directly from the publishing house and identify yourself to the publisher's satisfaction.

Business Education, Basic Principles and Trends

By Herbert A. Tonne, Gregg Publishing Company, New York, 1939, 336 pages, \$2.

Dr. Tonne has fashioned this book much as clever craftsmen design versatile furniture for one-room, all-purpose apartments. We suspect that Dr. Tonne has an eye to business as well as to business education.

Upon first examination, the book appears to be a broad, basic text to be used by students preparing to teach business subjects. It is adaptable to a one-semester or two-semester course and, furthermore, it requires minimum teaching labor, since each of the twenty-four chapters is supplemented by a section entitled *Review Questions and Problems for Discussion*, followed by a list of selected readings for possible assignment.

Careful reading of the book, however, convinces one that its comprehensive contents have a reference value—one that can scarcely be attributed to coincidence—for educators interested in build-

ing, revising, or administering modern business curricula.

The author states in the preface that the purpose of the book is to present the fundamental facts of business education so that students who have had meager background in this phase of education may understand its basic principles, practices, problems, and trends.

The first twelve chapters deal generally with secondary-school business education in terms of its objectives, giving the elementary facts necessary for an understanding of the later chapters on high school training for specific business occupations. Contributions of all business-training institutions are considered only as they relate to the work of the high school.

For readers seeking either an overview of contemporary business education or first acquaintance with its theory and practice, this is an invaluable volume. Much of it will be familiar to experienced teachers who have kept pace with recent changes in the field, but even for them there are some chapters that may highlight the significance of facts heretofore unrecognized. One such chapter is *Attitudes of Business and Labor Toward Education*.

Vocations for Girls

By Mary Rebecca Linginfelter and Harry Dexter Kitson. Harcourt, Brace and Company, New York, 358 pages, \$2.50.

Vocations followed by women today are classified in this book according to competition encountered from men: *Ladies First*, *Free for All*, and *For Men Only—Unless*, the "unless" implying outstanding talent and perseverance. Teaching is listed as a "Ladies First" occupation, but we must admit that the classification is based upon quantity, without attempt to evaluate quality; that is, it is determined by statistics showing the ratio of men to women in the profession.

This sensible approach to the girl's problem of choosing a career in which she has at least a fair chance to succeed shows promise of a practical point of view and an awareness of present-day conditions. This promise is realized in the thirty-seven short, bright chapters, filled with facts about thirty-four occupations and some general advice that every woman might read with profit.

The facts pertaining to each vocation include a brief paragraph or two about the history of the vocation and those who have distinguished themselves in it; an analysis of the personal qualities and the training needed for initial employment; the number of women workers versus men; beginning, average, and high salaries; advantages and disadvantages of the work; positions within the field; and opportunities for advancement.

The appended reading lists, one for each chapter of the book, include both fiction and non-fiction, and the references have obviously been culled with care.

The publishers have contributed their bit to the cause of young womanhood by printing the book in type of generous size, widely spaced.

125 Ways To Make Money With Your Typewriter

By David Seitz. World Syndicate Publishing Company, New York, 1939, 148 pages, \$1.

If, in addition to being able to typewrite, you can write well, like research, are capable of building your own business, or can promote services of any kind, you will find in this little book a number of vocations and avocations open to you.

The title of the book is misleading, for in many of the occupations listed, proficiency in the use of the typewriter is secondary or even incidental to more complex abilities.

However, this is stimulating reading, particularly at the Christmas season, and high school students will like the emphasis on original enterprise.

The Schoolma'am

By Frances R. Donovan. Frederick A. Stokes Company, New York, 1938, 355 pages, \$2.50.

This book is worth an evening of any schoolma'am's time, for Mrs. Donovan has succeeded in submitting the public-school teacher of the past and present to an unflattering, unbiased appraisal in manner so humorous and understanding that the touchiest members of our self-conscious profession could not take offense.

The author's nineteen years as a public-school teacher and three years as department manager of a large teachers' agency have given her ample opportunity to become acquainted with teachers and their problems. She classifies the "permanent" teachers into nine sharply differentiated types, describing their methods of discipline and teaching rather concretely: the creative teacher, the personality teacher, the benevolent despot, the nondescript schoolma'am, the clever woman, the technician, the esoteric teacher, the hammerer, and the pay-check collector. Most of us do not enjoy finding ourselves in Mrs. Donovan's apt delineations so much as we enjoy recognizing our friends and associates.

Every phase of the teacher's personal life, public and private, from her economic position to her marital status, is presented without attempt to soften or adorn the facts as they are revealed by statistics and case histories.

We regret that the book is without the gay drawings that would so admirably complement the author's sprightly style and dispel any misgivings one might have about the book's title.

The Purposes of Education in American Democracy

By the Educational Policies Commission, National Education Association of the United States, Washington, D. C., 1938, 157 pages.

Perhaps we have reached and passed the saturation point in absorbing objectives of education. At any rate, the Educational Policies Commission last year reduced the seven cardinal aims of education to four major purposes: self-realization, satisfactory human relationships, economic efficiency, and civic responsibility, which they describe fully in *The Purposes of Education in American Democracy*. This simplification evidently met with popular approval, for the book emerged from its third printing in June of this year.

These four purposes are based upon the premise that we must in our public schools train and educate our boys and girls for satisfactory participation in life in a democracy.

If this is familiar to you, skip the first chapters of the book, in order to give the eighth chapter the attention it deserves. Entitled *Critical Factors in the Attainment of Educational Purposes*, it directs our gaze from comfortable distant and comprehensive goals to the difficulties and weaknesses we encounter in our school system when we attempt to take one step forward. Possible remedies are proposed briefly and tentatively to indicate the need for a complete discussion of ways and means of improving American education.

20 Shortcuts to Shorthand Speed

By Clyde I. Blanchard. Gregg Publishing Company, New York, 1939, \$1.

Shortcut I: Start and finish with the right objective—fluency. Shortcut 20: Be a constant inspiration to your students.

From the first "shortcut" to the last this little book is packed with words of wisdom, truth, and beauty—and considerable wit. Probably the best review of the book would be to list the twenty shortcuts, but then some hurried teacher might feel that the chapter titles are so stimulating that the reading of the entire book could be postponed until later. That would be the teacher's loss.

No teacher is expected to agree with everything said in a book; but progressive teachers recognize their responsibility to modify their teaching procedures if they cannot defend them.

How do you react to the following statement? "Gregg shorthand is easy to learn, easy to read, easy to write." A great many students will not believe that statement; but what the students may not know is that shorthand *can* be easy to learn, easy to read, and easy to write. The fault may be in our teaching procedures. This is the

implication of Shortcut 2: "Remove all fear that shorthand is difficult to learn."

Now, I would not have any reader of this review believe that Mr. Blanchard implies that shorthand can be learned with effortless ease. He has trained many expert writers and knows that endless hours must be used in definitely planned practice to develop good writing skill. Still, learning to write shorthand well does not necessarily mean that students must learn to endure hours of drudgery.

Every book reviewer is certainly permitted the privilege of stating one or two disagreements with the author.

My one point of disagreement is Shortcut 17: "Use new matter for testing only."

I can learn much from the defense Mr. Blanchard makes for this shortcut. I agree with the implications that we have used too much new matter for speed building. Still, shorthand students must be prepared to take unfamiliar material, and I am still old-fashioned enough to believe that there is a time in the teaching process when students must be taught to handle new matter and that this is just as important as testing on new matter.

Closely connected with Shortcut 17 is Shortcut 3: "When you teach, teach instead of test."

I like this shortcut. Too much of our classroom work has been labeled teaching when, in fact, it has been testing. Until recent years the teacher had the key in his hand during dictation; and the student, who needed the key most, was made to feel that he was a potential criminal if he sneaked a look at the transcript of the shorthand plates. That situation is all changed now, and teachers are adopting the happy procedure of helping students all they can when they teach.

If teachers of shorthand want to have their thinking stimulated, they should read *20 Shortcuts to Shorthand Speed*. The chapter titles provide a good check list for evaluating teaching procedures. Even if you disagree with shortcuts other than the two I have mentioned, you will be a better teacher for having read the book if for no other reason than that you will profit by the opening paragraph of the last chapter:

"Emotion is the mainspring for so many of our actions. That is why inspiration is such a powerful aid in teaching. Students reach higher goals of achievement in a skill subject more often through inspiration than through a matter-of-fact, logical presentation of a lesson." (Page 92.) Those are words of wisdom.—D. D. Lesensberry, *Director Courses in Commercial Education, University of Pittsburgh*.

Widening Horizons

New perspectives, fresh ideas, and an insight into the accomplishments of others bring greater incentives for the day's work.—G.N.

THE NEW SELF-APPRAISAL AND CAREER-STUDY COURSE IN THE CHICAGO HIGH SCHOOLS, Dr. William H. Johnson, superintendent of the Chicago Public Schools, *School and Society*, May 20, 1939.

According to Dr. Johnson: "The aim of the course is to teach self-guidance through the development of effective techniques for self-appraisal and career analysis. No attempt is made in the course to formulate final plans for a specific career in later life. Rather, the emphasis is upon helping a student realize his abilities and interests to the full, and upon showing him the numberless vocational opportunities open to him."

The course, designed for senior students, is developed on a two-semester plan and is divided into six units, as follows:

Unit I, An Introduction to the Self-Appraisal and Career-Study Course, "sets the stage for what is to come. Students become familiar with the general terms that are to be used in the course. They handle and get to know the materials that

are part of career study and self-analysis. They get some idea of the method of study to be used."

Unit II, Understanding Ourselves. "The first thing undertaken is a discussion of growth and maturation—how we develop as individuals."

Unit III, Man's Interdependence in Work. "The co-operative aspect of the workaday world is featured."

Unit IV, Significant Relationships and Trends in Occupations. "The boy or girl learns to evaluate and study present methods of classifying occupations."

Unit V, The Study of Occupations. "Occupations within selected areas are probed."

Unit VI, Development of Techniques for Self-Guidance. "Chiefly a unit of summarization and application."

"The choice of the teacher for this new course in self-appraisal and careers is of prime importance. Four things guide Chicago high school principals in their choices. First, experience in working with seniors is essential. Second, superior skill in teaching is indispensable.

Third, the teacher chosen should be a well-adjusted personality. Last, training in guidance, including courses in psychology and vocations, should be required."

EDUCATION FOR POLITICAL CITIZENSHIP, William E. Mosher, Dean of the Maxwell School of Citizenship and Public Affairs, Syracuse University. *Social Education*, September, 1939. American Book Company, 88 Lexington Avenue, New York, New York. 30 cents.

It is believed that the schools and colleges have failed in one of their basic responsibilities; namely, to implant in young men and women a sense of their personal responsibility to make politics a primary avocation, to bring home to them the fact that the franchise involves not only a privilege and a right but also a definite responsibility requiring expenditure of time and personal effort.

A young man, on graduating from college, determined to devote an hour a day or its equivalent to his community. He started in at the bottom of the political ladder, serving as a poll watcher. He then moved to the position of precinct committeeman. Among his associates were two saloon keepers and a barber.

He influenced some of his friends and acquaintances who were more representative of the community to run in the primary, to the end that the district committee might more satisfactorily represent the district involved. He joined his efforts with others to bring about the establishment of a spacious and beautiful park near the city. He was identified with a group that laid the foundation and superstructure of a leading university, starting with almost nothing.

To him, democracy was an avocation. He represents, in my mind, the type of citizen that ought to be the normal rather than the unusual output of our educational system. That he is a rarity is a reflection on that system and a danger to our democracy.

AMODERN SCHOOL MAKES THE MOST OF RADIO, W. F. Himmelreich, superintendent of schools, Guernsey, Wyoming. *The School Executive*, July, 1939, 470 Fourth Avenue, New York, New York. 25 cents.

Mr. Himmelreich tells how a small consolidated school uses the radio as a teaching and administrative aid. "We undertook in 1935," he writes, "to equip our consolidated school with a centrally controlled radio and amplification system, with loud speakers in every room."

A radio lesson, like any other lesson, involves preview, study, and review. The radio supplies supplementary material for courses in English, social sciences, health, music, and vocations.

As a public-address system, the equipment serves the school in many ways helpful to the administration. It is a convenient and efficient aid

in bringing routine matters to the attention of the pupils and faculty, leaving the assembly periods free for more interesting activities. At a signal just before the school day begins, or just before classes are dismissed, necessary announcements can be made. For instance buses may be required to leave early, because of weather conditions. Before the installation of the system a room-to-room announcement, by either a student or the principal, caused a loss of valuable time; now, over the microphone, it is the work of but a few moments.

In the smaller school systems, where the school day of the average superintendent is crowded with a varied program of administration, supervision, and teaching, the microphone becomes a valuable office assistant.

On stormy days several rooms are available during the noon hour, where pupils may listen to radio, if they do not wish to work in the study hall or the library.

MANNERS GO TO SCHOOL, Edith M. Stern, *School and Society*, July 8, 1939. The Science Press, Grand Central Terminal, New York, New York. 15 cents.

The best teaching stresses the concept that manners are only the surface indications of real character, that courteous behavior is born of thoughtfulness, and that politeness is simply the expression of kindness.

On the theory that a considerate person makes a good citizen and is an asset to the community, the Julia Richman High School, New York, has combined the teaching of manners with its civics course for the past eighteen years.

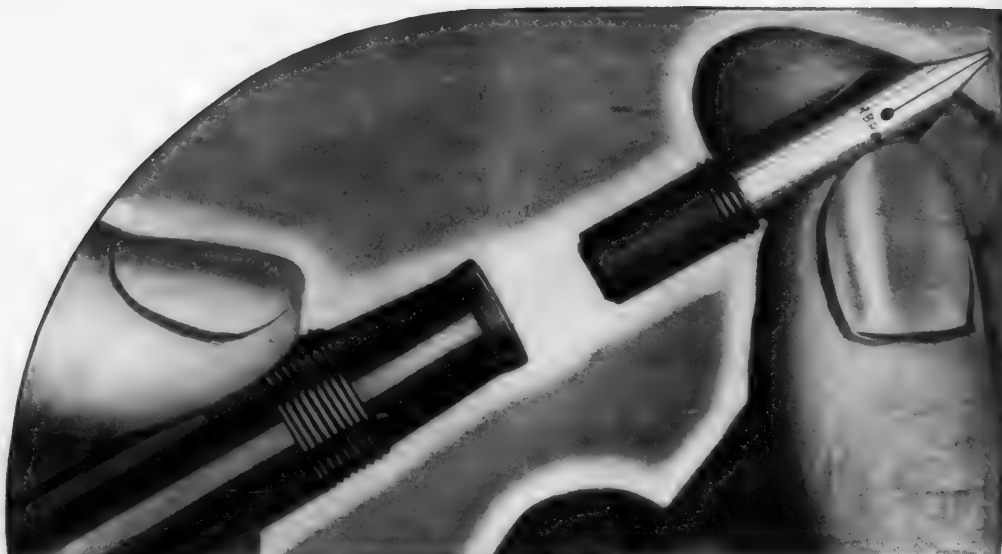
Since 1928 the schools of Birmingham, Alabama, have included a project on courtesy in their program of character education.

Indianapolis, for over a decade, has taught manners in a course called Social Practice.

High school students of Phoenix, Arizona, have written their own book on etiquette—the result of more than twelve hundred questions the students asked about common problems of behavior.

At Central High, Minneapolis, another book, equally direct and equally the product of student effort, has gone through several editions and is consulted daily by the students. This book, entitled *The Thing to Do*, grew out of an intensive courtesy drive conducted among students and faculty. It covers questions of conduct in the library, the lunchroom, on streetcars and buses, at the theater, at the telephone, and elsewhere.

These books show the eagerness and determination with which teen-age boys and girls today are seeking information on manners. They see the importance of correct behavior. They want to feel comfortable, or, in adult terms, to have poise. Moreover, they know that good manners have a great deal to do with popularity and ultimately with their ability to get and hold jobs.



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The Mother of Thanksgiving

By RUTH E. FINLEY

*In the New York Herald Tribune Sunday
Magazine, November 22, 1931*

(Copyright, 1931, by the New York Herald Tribune)

WHILE Thanksgiving is the first and oldest of all American festivals, it would be erroneous to suppose³⁰ that it has always been celebrated in the present national accord. The proclamation that established⁴⁰ Thanksgiving as a national annual institution was issued by Abraham Lincoln in⁵⁰ 1863 at the instigation of Sarah Hale.

Sarah Hale was born in New Hampshire in⁶⁰ 1788. There, as in all New England states, Thanksgiving was observed—not every year, but generally,⁷⁰ not by every community or household, though by most; but never in state-wide unison and never⁸⁰ as a set, recurring date.

When Mrs. Hale began her campaign for a unified national holiday, she⁹⁰ was editor of "Godey's Lady's Book," up until about 1880 the most widely circulated¹⁰⁰ monthly in the world.

With this unprecedented reading audience at her command, her first move in her campaign¹¹⁰ for the nationalizing of Thanksgiving Day was to write an editorial on the project and print¹²⁰ it in her magazine. From then on, 1846 to 1863, "Godey's Lady's¹³⁰ Book" was the perennial exponent of this patriotic idea. Thus Mrs. Hale's public campaign for¹⁴⁰ Thanksgiving lasted seventeen years—a long time to remain hopeful and undiscouraged.

And the historical¹⁵⁰ odds were against her. Though chroniclers have made much of the Pilgrims' observance of 1621, it¹⁶⁰ is not so generally known that in the following year, 1622, no such observance occurred.¹⁷⁰ In 1623 a day of thanksgiving was kept, but not in the autumn and not in connection¹⁸⁰ with the harvest, though it did have to do with the safe arrival of a shipload of provisions from England.¹⁹⁰ Then came two long gaps. Thanksgiving as a harvest and home festival was not again celebrated until²⁰⁰ 1668 in the Plymouth Colony, after which it was ignored until 1690,²¹⁰ when an autumnal holiday was declared. The following year Plymouth Colony was

merged with Massachusetts²²⁰ Colony, and so as an entity passed out of the American scene.

In Massachusetts the first thanksgiving²³⁰ ceremonies took place at Boston on July 8, 1630, not, of course, in commemoration²⁴⁰ of the harvest. In October, 1631, Massachusetts again celebrated, this time²⁵⁰ for "the safe arrival" of Mrs. Winthrop, the Governor's wife, and her children. The next October a day was²⁶⁰ kept in honor of the "buntiful yeild."

From then on for decades Thanksgiving was observed in most irregular²⁷⁰ fashion.

New York's first Thanksgiving Day was kept in gratitude for the safe return of the Dutch after an²⁸⁰ unusually fierce battle with the Indians on Strickland's Plains, between Greenwich and Stamford, Connecticut. This was²⁹⁰ in 1644. There can be little doubt that it was at this first Manhattan Thanksgiving that the³⁰⁰ still prevalent custom of juvenile begging originated. That this was a practice on saints' days in Holland³¹⁰ is probable. Certain it is that in 1644, after their elders had withdrawn from the³²⁰ board to congratulate each other again on the Strickland's Plains victory, New Amsterdam's "childer did goe from³³⁰ door to door" begging for goodies.

Thereafter New York, like Plymouth and Massachusetts, kept Thanksgiving at intervals.³⁴⁰ The first observance for a good harvest occurred in 1659. But as the colony grew³⁵⁰ and the settlement spread up the Hudson, no attempt was made to hold a regular or simultaneous³⁶⁰ holiday. Many communities and parishes observed the festival, but each at a time of its own choosing.³⁷⁰

Only once in that span of 242 years between the first Thanksgiving at Plymouth and the Presidential³⁸⁰ Proclamation of 1863 did the country as a whole celebrate Thanksgiving as³⁹⁰ we now know it. President Washington issued a Proclamation for Thursday, the 26th of November⁴⁰⁰ 1789—a circumstance from which Mrs. Hale

took her idea that the last Thursday of⁷⁰⁰ each November should be the day appointed.

From 1789 to 1863,⁸⁰⁰ communities kept the day or not, and on widely varying dates. In the newly settled West it was seldom⁸³⁰ observed. In some of the older states like New Hampshire, Sarah Hale's own, villages and towns united and named a⁹⁰⁰ time. But, like the authorities at New Haven, they were much put to it "to pick upon a day."

In truth, the⁹⁰⁰ occasion became one of contention, each community wanting the celebration at its own convenience.⁹⁰⁰ Governor John Jay of New York, for instance, was accused of political intrigue when he attempted to set a⁹⁰⁰ Thanksgiving date in 1795. But notwithstanding the apparent impossibility⁹²⁰ of agreement, Thanksgiving was observed regularly enough in enough communities never quite to lose⁹⁴⁰ its original historical significance. This was especially true in New England, where every⁹⁰⁰ year Sarah Hale as a little girl celebrated the feast.

In her maturity she visioned the revival⁹⁰⁰ and unification of this traditional American festival as an amalgamating factor¹⁰⁰⁰ in the nation's geographically diversified life. She believed there would be high spiritual strength gained¹⁰²⁰ from a concerted acknowledgment of blessings received, just as there must be augmented physical might from massed¹⁰⁴⁰ bodily effort.

But perhaps the desired end could not be gained solely through "Lady's Book" editorials. So¹⁰⁴⁰ the lady editor set herself to the task of writing personal letters to the Governors of each State¹⁰⁹⁰ and Territory, year after year, importuning them to establish and maintain state Thanksgivings Days. In the¹¹⁰⁰ hope of bringing pressure to bear upon the Governors, she next opened correspondence with literally thousands¹¹²⁰ of private persons of influence, with Senators and Congressmen and the clergy. And when it is remembered¹¹⁴⁰ that was before typewriters were invented and that all these letters were penned by her own hand, the patriotic¹¹⁶⁰ zeal of the woman seems hardly more admirable than her physical energies. But she never flagged. Indeed,¹¹⁸⁰ as the years went on, each bringing a little hope and success, her correspondence grew heavier and heavier¹²⁰⁰ and her enthusiasm grew with it.

In her effort for the establishment of state Thanksgivings she was¹²²⁰ almost immediately successful. By 1849, the third year of her campaign, most states and¹²⁴⁰ territories were keeping individual festivals, but no attempt was made to coincide the dates—Maine¹²⁶⁰ might celebrate—and frequently did—in September, Virginia in October, and Pennsylvania in¹²⁸⁰ November.

A conglomeration of state holidays, however, was not by any manner of means Sarah¹³⁰⁰ Hale's goal. She dreamed of the states joined in a great national observance, and to this end she soon began appealing¹³²⁰ to who ever happened to be the President in office. Using Washington's single act as a precedent¹³⁴⁰ and example, she privately wrote again and again to Fillmore, Pierce, and Buchanan—all to no avail. It¹³⁶⁰ was an age when women outside the home were seen and not heard. She herself at the time was the only successful¹³⁸⁰ business woman in the country. Feminine meddling in public affairs was not only frowned on, but resented.¹⁴⁰⁰

Mrs. Hale was quite aware of this antagonistic attitude. In one of her letters to President Fillmore,¹⁴²⁰ now preserved in a public collection at Buffalo, she begged his Excellency not to be prejudiced¹⁴⁴⁰ against the idea because he was being addressed by a woman! He may not have been so prejudiced, but¹⁴⁶⁰ at least he did nothing about it. Neither did Pierce, his successor, nor Buchanan, who preceded Lincoln.

But¹⁴⁸⁰ in those days the name of Sarah Hale spelled influence and power. The first woman editor in this country, at¹⁵⁰⁰ the helm of the first great magazine, was a person to be reckoned with. In the end she could not be ignored, nor¹⁵²⁰ could her magazine's circulation. "Godey's" went into 150,000 homes at a time when 10,000¹⁵⁴⁰ subscribers meant success and 50,000 meant affluence.

Failing with the Presidents, she fell back on her¹⁵⁶⁰ magazine. Here in a stirring editorial called "A Union Thanksgiving Day" she put the issue up to¹⁵⁸⁰ the people. As early as 1852 she had succeeded in whipping twenty-nine states and¹⁶⁰⁰ territories into line for the last Thursday of November. Each year all through the seething '50s she proclaimed in¹⁶²⁰ "Godey's Lady's Book" that that day would be Thanksgiving Day, and in the main the country kept it with her. The most¹⁶⁴⁰ gigantic civil strife in the history of the world was pending, and political and sectional bitterness¹⁶⁶⁰ was rife. But from 1852 until 1860 she held the states in harmony on¹⁶⁸⁰ at least this one issue—though they were quarreling on most others—by the sheer force of her personality. Even¹⁷⁰⁰ in 1859 an almost universal Thanksgiving Day was kept, not in response to a¹⁷²⁰ Presidential proclamation, but because a woman asked it—Sarah Josepha Hale.

In '61, with the¹⁷⁴⁰ smoke of battle darkening the land, Mrs. Hale begged for a "Thanksgiving Day of Peace," but there was no peace. In¹⁷⁶⁰ '62 she again failed, but in '63 she won—after seventeen years.

"President Lincoln recognized the¹⁷⁸⁰ truth of these ideas (the unifying influence of a national day of thanks) as soon as they were¹⁸⁰⁰ presented to him," she announced in "The Lady's Book." "His reply to our appeal was a proclamation appointing¹⁸²⁰ the last Thursday in November, 1863, as a day of National Thanksgiving."

And, curiously¹⁸⁴⁰ enough, that day also, as had that appointed by Washington, fell on November 26.

As long¹⁸⁶⁰ as she remained editor of "Godey's"—she resigned in December, 1877—Sarah¹⁸⁸⁰ Hale stood guard over her cherished holiday. Save for her, in the years of civil strife and reconstruction the¹⁹⁰⁰ precedent set by Lincoln might very well have been put aside, but by the time she laid down her editorial¹⁹²⁰ pen, in the rich harvest of her ninetieth year, the custom had been firmly established. Thanksgiving Day had taken¹⁹⁴⁰ its place in the hearts of all the people and on the calendar of this great nation.

And if Sarah Hale were¹⁹⁶⁰ here now to write again about Thanksgiving as she wrote so many times all those many years ago, it is certain¹⁹⁸⁰ she would repeat her own special Thanksgiving prayer:

"Our Country! . . . God bless US, the United States!" (1996)

Brief-Form Letters

*From Review on Units 1-6 in Edith V. Bisbee's
"Brief-Form Drills"*

Mr. Peck: Are you aware that little work has been undertaken here? The workmen were here all the time, but what²⁰ work has been finished did not take over an hour. I think you should come over and tell them what you would like them to⁴⁰ undertake next. Yours truly, (45)

Dear Sir: What are your plans about handling work at the mill this season? Am I to get all the men back and have²⁰ everything ready to begin in May? If not, shall I delay such matters until you come? When are you thinking⁴⁰ of coming? Yours truly, (44)

Helen: Are Larry and Earl aware that the work here is ended? They are always thorough and like to handle their²⁰ work well. They would like to hear that our work here is at an end. Will you tell them about it? Sally (37)

Dear Madam: Your presence at the next session is desired by all the people here. They desire to publish the name²⁰ of every woman present and your name is bound to be a big help. May I say to the others that you will⁴⁰ be present? Very truly yours, (46)

Dear Sir: If, by the end of this month you cannot ship all I desire, ship nothing at all. In that case I will let²⁰ you hear from me the first of next month, telling you what I shall need then. Yours truly, (34)

Dear Sir: I have a letter from James Bates telling me that the tax rate against my factory has been very much²⁰ increased.

This section of the country has had three seasons of business depression, and I cannot think of a⁴⁰ factory that can undergo a tax increase at this time.

The next session of the Tax League will be April 9, and²⁰ they will go into the matter of such increases very thoroughly. I am to present the cause of the business³⁰ men of this section before the League. I beg you to go to the meeting with me and be ready to take my¹⁰⁰ part when I present my case. Yours very truly, (109)

Dear Sir: What about a raise in pay for the workmen at our mill? I am well aware that some of them are meeting²⁰ every day after work is over, and that they are soon going to see about more money. Yours truly, (39)

Brief-Form Letters

*From Review on Units 7-12 in Edith V. Bisbee's
"Brief-Form Drills"*

My dear Sir: A committee is preparing a bill upon the subject of the wage scale that the labor men want.²⁰ The bill is to be presented to the Senate for action early in April. I believe it will not be⁴⁰ possible for that body to agree upon such a bill, but you should be prepared to express your opinion when⁶⁰ the bill is presented. Very truly yours, (68)

Dear Sir: We have received your recent letter in which you say that Mr. Young wants to return the goods purchased in²⁰ the spring. Tell him that it is impossible, since he has kept the goods so long. Yours truly, (36)

Dear Esther: I have not seen either of your children recently, but they were not strong then, especially the smaller²⁰ one. Possibly Paul will be able to go to school Monday, but I think the younger lad should remain at home⁴⁰ a little longer, regardless of what the doctor thinks. Mary, (51)

My dear Nelson: A number of our employees came to the office today and asked for some changes in their wages.²⁰ All these men have been employed here for a long time. I should be glad to have you return without unnecessary⁴⁰ delay.

As I told the men, we must get together because it is most important that we be able to⁶⁰ complete work on the orders already booked.

The men want some answer, and I think it will be necessary to⁸⁰ settle the matter immediately upon your return. Yours truly, (93)

Dear Sir: Surely you have overlooked our bill for flour purchased by you in October. This bill has been on our books²⁰ for several months; and if your check fails to reach us by the end of next week, we shall feel that we are forced to take⁴⁰ further action to get our money. Yours truly, (49)

Dear James: I have received from a special committee representing the state an official notice to the effect²⁰ that they will put up a new children's home on the lot next to our house, and they will also want our lot if we⁴⁰ will sell.

Do you care about keeping that house any longer? I am willing to accept their offer; and if you⁶⁰ will sell, see Fred Harris and tell him so. Cora (69)

Dear Sir: What is the value of the house you have for sale on Broad Street? If I can get together enough capital,²⁰ I should like to purchase it and start a small factory there. Please give me an immediate reply. Yours truly, (40)

STALEMATE

From "Page Mr. Tutt"

By ARTHUR TRAIN

PART III

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MR. TUTT³⁰⁰⁰ had no sooner left the office than Farnwell sought his attorney, Kirtland, who besides being a lawyer and local³⁰⁰⁰ politician, was also one of those esteemed citizens who encourage wrongdoers in order later³⁰⁰⁰ on to exact tribute in return for silence.

"Well," remarked the latter when his client entered his office, "what's³⁰⁰⁰ your trouble?"

Farnwell eyed him gloomily.

"It's not mine alone!" he returned. "You know where the money came from to pay³¹²⁰ for those securities that are standing in your name in my safe-deposit box at the Springfield Trust Company."³¹⁰⁰

"Sure," answered Kirtland calmly. "They're good as wheat!"

"And you know I had enough proxies to swing the annual meeting³¹⁰⁰ of the Oriental and cancel the whole indebtedness in exchange for our stock

in the Oklahoma Homestake²¹⁸⁰ and Development Company, if Williams hadn't up and died just at this time."

Kirtland nodded amiably.²²⁰⁰ He was convinced that Farnwell's position was impregnable, and had so advised him.

"Well," replied his client²²²⁰ irritably, "you needn't be so jovial about it! Williams deeded his stock to his granddaughter three days²²⁴⁰ before he died, and she's coming over to the office at two o'clock to get it."

Kirtland started.

"You mean you²²⁶⁰ won't be able to control the meeting? That she'll block you?"

"Of course she will—with Old Man Tutt at her elbow!"

Kirtland²²⁸⁰ mentally reviewed the situation.

"When's the meeting?"

"June fifth."

"That's only eleven days off."

"Time enough for²³⁰⁰ me to be everlastingly ruined."

"She mustn't get the stock—that's all!"

"But how can I prevent her?" snapped Farnwell.

"Where²³²⁰ is it?"

"In the office safe."

A look of relief flashed over Kirtland's sallow face. "That safe is partnership property.²³⁴⁰ Nobody—not even Williams' executor—has any right of access to it or control over it.²³⁶⁰ You must refuse to open it or to have it opened. Tutt can't open it. You won't open it. Pretend you've lost²³⁸⁰ the combination. Stall him any old way until after the annual meeting. Then it will be too late for²⁴⁰⁰ him to do anything."

"But hasn't he a right to the certificate as part of Williams' estate?" queried Farnwell²⁴²⁰ doubtfully.

"Absolutely not!" answered Kirtland. "An executor has no right to a chattel donated²⁴⁴⁰ directly *de causa mortis*."

"That may fix Tutt as executor," retorted Farnwell, "but how about the Rathom²⁴⁶⁰ girl? If she, and not the estate, is the legal owner of the stock, hasn't she a right to it which the courts²⁴⁸⁰ will enforce?"

"Of course, the owner of a chattel can replevy it by giving a bond, if it is wrongfully²⁵⁰⁰ converted," answered Kirtland slowly, thinking hard. "But first there's got to be a proper demand by the owner and²⁵²⁰ a refusal on the part of the wrongful possessor to return it. Now of course you won't refuse. You simply²⁵⁴⁰ will do nothing. They can't make you liable for simply standing pat and keeping your hands still. Your cue is to say²⁵⁶⁰ to Tutt, 'There's the safe. If you can't get in, it isn't my fault.' If you can keep out of the way—or pass the buck somehow²⁵⁸⁰—you ought to be able to stall the girl off for ten days. Luck's your way, and you're on the windward side of the law²⁶⁰⁰—this time. In fact, no one can charge you with being the wrongful possessor, anyhow, as the certificate is²⁶²⁰ in a safe that belongs just as much to Tutt, as executor, as it does to you as surviving partner."

"Do²⁶⁴⁰ you mean to say that I can put anything over like that?" demanded Farnwell incredulously.

"Sure! That's what²⁶⁶⁰ the law is for, isn't it?"

You're only availing yourself of your legal rights!"

Farnwell grinned. The same thought came to²⁶⁸⁰ him that had occurred to Mr. Tutt.

"I ought to have been a lawyer!" he asserted.

"You don't need to," said Kirtland,²⁷⁰⁰ "if you split fifty-fifty with one!"

* * *

"Helen," asked Mr. Tutt as they sat at lunch at the old mahogany dining²⁷²⁰ room table, "what sort of a young man is this Mr. Farnwell?"

The girl hesitated.

"Grandpa thought a lot of²⁷⁴⁰ him," she replied. "But I've never liked him."

"Why not?"

"Just a personal antipathy. He asked me to marry²⁷⁶⁰ him once."

Mr. Tutt, lighting a stogy, paused.

"I hope a proposal of marriage does not always have that effect."²⁷⁸⁰

"No, but the antipathy had a very definite effect upon the offer," she laughed. "Don't let's talk about²⁸⁰⁰ him."

"I don't want to talk about him. I don't like him much myself," Mr. Tutt assured her.

But they were, in spite of²⁸²⁰ themselves, pre-ordained to talk about Mr. Farnwell most of the time during the next week, and in much less vague and²⁸⁴⁰ uncertain terms; for when half an hour later they called at the office, as arranged with Mr. Farnwell, in order²⁸⁶⁰ that Helen might personally receive her certificate, he was not there. He had had, they were informed by Mr.²⁸⁸⁰ Curran, his clerk, a sudden call to New York, and would be gone several days. There was no reason why Farnwell's²⁹⁰⁰ unexpected departure should have aroused any suspicion in Mr. Tutt's mind, and it did not definitely²⁹²⁰ do so; but it produced, nevertheless, an unpleasant effect.

The *status quo*, however, would probably²⁹⁴⁰ have been maintained even until after the annual meeting, had it not been for Mr. Willie Toothaker,²⁹⁶⁰ who—while indulging his infant curiosity by snooping around what he called "this hick town"—made several²⁹⁸⁰ important discoveries within a couple of days of the annual meeting, to wit: That Mr. Asa³⁰⁰⁰ Farnwell was not in New York at all, but on the contrary was secretly sojourning at the Sunset Hotel³⁰²⁰ in the neighboring resort of Saffron Springs, six miles away; that Mr. Theobald Kirtland, of Kirtland, Thompson³⁰⁴⁰ and Kirtland, was daily in his company; that Farnwell and Kirtland were both regarded with disapproval by³⁰⁶⁰ several excellent citizens of Springfield who had suspected them for a long time of being engaged in³⁰⁸⁰ some sort of a game to do old Ebenezer Williams out of his property; that the Oriental Trading³¹⁰⁰ Company had, as aforesaid, recently declared a one-hundred-per-cent stock dividend; and, finally, that³¹²⁰ it numbered among its minor stockholders the local barber, butcher, and tinsmith, all of whom hated Asa³¹⁴⁰ Farnwell with a deadly and vindictive passion, for the reason that at one time or another in his career³¹⁶⁰ he had done them dirt.

And all these things, as was his wont, Willie without delay confided to his guide, counsellor,³¹⁸⁰ friend, employer, and hero, Mr. Ephraim Tutt, who thereupon awoke, sat up, and took notice, instantly³²⁰⁰ realizing that he had been hard and fast asleep.

It did not require much shrewdness on Mr. Tutt's part to conclude⁴²²⁰ that Farnwell was a crook, for the evidence conclusively proved him to be a liar. Also he had lied⁴³⁶⁰ with a smile; and Mr. Tutt knew that when a man takes the trouble to lie with a smile, though part of his villainy⁴³⁸⁰ may be already accomplished there is more of it to come. Gentle as a sucking dove, genial and generous⁴²⁸⁰ in his daily intercourse with his fellow man, Mr. Tutt inevitably became a roaring lion when⁴³⁰⁰ he discovered that his confidence had been abused—a lion with the cunning of a fox. Like the chess-player,⁴³²⁰ he could tell what was in his opponent's mind only by his latest move upon the board. There was villainy afoot;⁴³⁴⁰ but Mr. Tutt had no means of ascertaining what it was. Yet—

Point One: If the Oriental Trading⁴³⁶⁰ Company had declared a one-hundred-per-cent stock dividend it must be a gold mine, for the million-dollar surplus⁴³⁸⁰—not having been distributed in cash—was probably still in liquid assets.

Point Two: Farnwell was treasurer;⁴⁴⁰⁰ hence the cash was at his disposal; and there were a thousand safe ways of milking a corporation if you⁴⁴²⁰ could control a majority of the stock.

Point Three: As Farnwell obviously wished to prevent Helen from getting⁴⁴⁴⁰ possession of her grandfather's certificate, and was resorting to the most barefaced deceptions to avoid⁴⁴⁶⁰ surrendering it, it followed that he intended to perpetrate, or at least to conceal, some fraud at the⁴⁴⁸⁰ annual meeting.

Point Four: This fraud probably involved an enormous sum of money, the loss of which would⁴⁵⁰⁰ seriously affect the value of the stock, since otherwise it would not be worth while for Mr. Farnwell to⁴⁵²⁰ jeopardize his reputation and his position with the company to which he owed his livelihood and his⁴⁵⁴⁰ prosperity.

Conclusion: Farnwell would undoubtedly attempt some hocus-pocus at the coming meeting, which could⁴⁵⁶⁰ be prevented only by procuring possession of the certificate now in the safe and voting the four⁴⁵⁸⁰ thousand shares it represented.

Then suddenly Mr. Tutt saw a great light. What an old dullard he had been! Yes,⁴⁶⁰⁰ the certificate was in the safe—right behind him—but how the devil was he going to get it out in forty⁴⁶²⁰ eight hours?

A ridiculous situation, doubtless—yet no more ridiculous than will inevitably⁴⁶⁴⁰ arise in the literal application of any general principle of either law or ethics. (4659)

(To be continued next month)

Third Avenue in China

WHEN the late Reverend Huie Kin, pastor and founder of the First Chinese Presbyterian Church of New York²⁰ City, took his American wife with him on a visit to China in 1918, say researchers⁴⁰ of the New York City Writers' Project, he expected to see many changes in his native land. Republican⁸⁰ China was being westernized. Even the little village in southern Kwantung Province, where he had been⁶⁰ born, could be reached by rail from the seaport in three hours; formerly the journey had taken a full day by sedan¹⁰⁰ chair.

The coaches of the train in which he and his wife rode were old-fashioned and had rather a strange, familiar air¹²⁰ about them; the snorting, primitive steam locomotive that sent great puffs of black smoke up in the air reminded¹⁴⁰ the elderly couple of their early days in New York back in the late 80's when they were first married and were¹⁶⁰ struggling to establish their Mission House. Countless times they had traveled up and down Manhattan on just such a train,¹⁸⁰ high above Third Avenue. But of course it was just their imaginations! Who ever had heard of a Third²⁰⁰ Avenue Elevated Railway train leaping an ocean, not to mention the American Continent, and landing²²⁰ in an out-of-the-way corner of China? It was ridiculous.

Years later, however, the Reverend²⁴⁰ Huie Kin learned that the idea was not ridiculous at all. He and his wife had ridden to and from Wing²⁶⁰ Ning on a Third Avenue Elevated train. A Chinese compatriot, who had turned railroad builder after²⁸⁰ having been a foreman on the Union Pacific in the '60's, had bought up the entire equipment of the³⁰⁰ New York Third Avenue Railway when it was electrified in 1902, and had had it shipped to³²⁰ Kwantung Province. (322)

Spirit Island

By Mrs. J. P. PETERSON

Graded for Use with Chapter Seven of the Manual

THROUGH the very heart of the City of Minneapolis flows the mighty Mississippi, "Father of Waters."²⁰ In the early days, the Indians roamed at will along its banks, and many a romance budded and blossomed within⁴⁰ the sound of its waves.

In the milling section of the city, near St. Anthony Falls, lies Spirit Island, with⁶⁰ the beautiful Tenth Avenue Bridge forming a background. There is a legend linked with this island. It is about⁸⁰ an Indian girl, Dark Day Woman. According to the story, she was a tall, beautiful, well-formed girl, with small¹⁰⁰ hands and feet, and jet black hair. She was full of life and fun. While still almost a child, she found favor in the eyes of¹²⁰ a young warrior, and at the age of seventeen married him. The marriage seemed ideal. He was noted for¹⁴⁰ his courage and strength—and Dark Day was very much in love with him. Her song and laughter resounded through the woods and¹⁶⁰ were to him the sweetest of music. To make their happiness complete, two children were born to them.

Then a shadow¹⁸⁰ came between them—the shadow of another woman. She was the daughter of a man who had great influence among²⁰⁰ the Indians. By the law of the Sioux tribe, men were permitted more than one mate. The young man's friends urged him to²²⁰ marry the second girl; and he felt that in so doing, he would be elevated to a high place among his²⁴⁰ people. He foolishly thought that Dark Day could give him love and the other woman could give him power.

But in this²⁶⁰ he was mistaken. Dark Day would not agree to share her wigwam with another. She pleaded, threatened, warned. She made²⁸⁰ clear to him that, if he were to marry

this girl, she would leave their little home, never to return. Her efforts were³⁰⁰ all in vain. The lust of power and wealth was so strong within him that he would not listen to the woman who was³²⁰ the mother of his children and his favorite in all things. He married the girl.

Dark Day was heartbroken. Yielding³⁴⁰ to despair, she fled to the banks of the Mississippi, launched a light canoe, and in it placed her little boy and³⁶⁰ girl—babies, both of them. As she paddled slowly toward the rapids, she sang sorrowfully of her lost love and her³⁸⁰ broken home. Life held nothing but desolation. Forgotten things rushed back into her consciousness and found expression⁴⁰⁰ in doleful music.

The young warrior saw the impending tragedy from the shore. He shouted, he pleaded,⁴²⁰ he implored; he plunged himself into the water in a mad effort to save his loved ones. But it was too late. If⁴⁴⁰ Dark Day heard him, she gave no sign; if she spoke, her voice was drowned in the roar of the falls. The little bark was soon⁴⁶⁰ enveloped in spray and was sucked up by the rush of downpouring water. The bodies were never found. It was thought by⁴⁸⁰ the Indians that they disappeared in a deep hole dug out by the waters beneath the surface of the falls, and⁵⁰⁰ were carried on into underground caverns.

The legend says that the spirit of Dark Day still wanders over the⁵²⁰ island, and, clasped to her bosom are her two babies. When darkness comes, she still sings plaintively a dirge to her lost⁵⁴⁰ happiness.

To this Indian girl, life without joy was unthinkable. If she could not find contentment here, she⁵⁶⁰ would seek it in the Beyond.

The death of Dark Day made a deep impression upon her people. Believing, as they⁵⁸⁰ did, that spirits dwell in everything, it was not difficult for them to hear her step in the rustling of the⁶⁰⁰ leaves, or her song in the sighing of the wind, and to embody the mists of the twilight with her form. They felt the⁶²⁰ presence of her spirit—and so they named the island of her haunts Spirit Island. (634)

The Cataract of Lodore

By ROBERT SOUTHEY

1. "HOW does the water
Come down at Lodre?"
My little boy asked me
Thus, once on a time;
And, moreover, he tasked me²⁰
To tell him in rhyme.
Anon at the word,
There first came one daughter,
And then came another,
To second and third
The⁴⁰ request of their brother,
And to hear how the water
Comes down at Lodore,
With its rush and its roar,
As many a⁸⁰ time
They had seen it before.
So I told them in rhyme—
For of rhymes I had store;
And 'twas my vocation

For their⁸⁰ recreation
That so I should sing;
Because I was Laureate
To them and the king.

2. FROM its sources, which well
In the¹⁰⁰ tarn on the fell;
From its fountains
In the mountains,
Its rills and its gills;
Through moss and through brake,
It runs and it creeps
For¹²⁰ a while, till it sleeps
In its own little lake.
And thence, at departing,
Awakening and starting,
It runs through the¹⁴⁰ reeds,
And away it proceeds,
Through meadow and glade,
In sun and in shade,
And through the wood shelter,
Among crags in its¹⁶⁰ flurry,
Helter-skelter,
Hurry-scurry.
Here it comes sparkling,
And there it lies darkling;
Now smoking and frothing
In¹⁸⁰ tumult and wrath in,
Till, in this rapid race
On which it is bent,
It reaches the place
Of its steep descent.
3. THE²⁰⁰ cataract strong
Then plunges along,
Striking and raging,
As if a war waging
Its caverns and rocks among;
Rising²²⁰ and leaping,
Sinking and creeping,
Swelling and sweeping,
Showering and springing,
Flying and flinging,
Writhing and ringing,²⁴⁰
Eddying and whisking,
Spouting and frisking,
Turning and twisting,
Around and around
With endless rebound;
Smiting²⁶⁰ and fighting,
A sight to delight in;
Confounding, astounding,
Dizzying, and deafening the ear with its sound.²⁸⁰
4. COLLECTING, projecting,
Receding and speeding,
And shocking and rocking,
And darting and parting,
And threading and³⁰⁰ spreading,
And whizzing and hissing,
And dripping and skipping,
And hitting and splitting,
And shining and twining,
And rattling³²⁰ and battling,
And shaking and quaking,
And pouring and roaring,
And waving and raving,³⁴⁰
And tossing and crossing,
And flowing and going,
And running and stunning,
And foaming and roaming,

And dinning and spinning,
And dropping and²⁶⁰ hopping,
And working and jerking,
And guggling and *struggling*,
And heaving and cleaving,
And moaning and groaning,

5. AND³⁵⁰ glittering and frittering,
And gathering and feathering,
And whitening and brightening,
And quivering and⁴⁰⁰ shivering,
And hurrying and skurrying,
And thundering and floundering;

6. DIVIDING and gliding and sliding,
And⁴²⁰ falling and brawling and sprawling,
And driving and riving and striving,
And sprinkling and twinkling and wrinkling,
And sounding⁴⁴⁰ and bounding and rounding,
And bubbling and troubling and doubling,
And grumbling and rumbling and tumbling,
And chattering⁴⁶⁰ and battering and shattering;

7. RETREATING and beating and meeting and sheeting,
Delaying and straying and⁴⁸⁰ playing and spraying,
Advancing and prancing and glancing and dancing,
Recoiling, *turmoiling*, and toiling and boiling,⁵⁰⁰
And gleaming and streaming and steaming and beaming,
And rushing and flushing and brushing and gushing,
And flapping⁵²⁰ and rapping and clapping and slapping,
And curling and whirling and purling and twirling,
And thumping and plumping and⁵⁴⁰ bumping and jumping,
And dashing and flashing and splashing and clashing,
And so never ending, but always descending,⁵⁶⁰
Sounds and motions forever and ever are blending,
All at once, and all o'er, with a mighty uproar:
And⁵⁸⁰ this way the water comes down at Lodore. (587)

THE JUNGLE CIRCUS

PART II

From "Confessions of a Scientist"

By RAYMOND L. DITMARS

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DURING my studies I had *observed* the pull of a fly's feet¹³⁴⁰ when under *restraint*. Flies, like tree toads, have adhesive pads on the feet. It is the action of these pads that enables¹³⁶⁰ a fly to walk up a surface of glass, or to walk across a ceiling. In proportion to their size the strength¹³⁸⁰ of insects, as compared to that of four-legged animals, is *enormous*.

Remembering my former experiments¹⁴⁰⁰ in testing insect strength, it was my idea to film a scene

of a fly juggling a dumbbell huge in¹⁴²⁰ proportion to the performer's size—a strongman act. The idea of that particular stunt was not new. I¹⁴⁴⁰ had seen it done in *England*, for the amusement of a group of children, but I had not seen it reproduced, close¹⁴⁶⁰ up, on motion picture film. I would give it some embellishments to produce a background to fit the reel.

A dumbbell¹⁴⁸⁰ was made by trimming down a couple of small corks until I had two balls, each a quarter of an inch in¹⁵⁰⁰ diameter. The balls had to be smoothed and rounded with fine sandpaper until their outlines were perfect. The stem of¹⁵²⁰ the dumbbell consisted of a fine hollow straw.

A miniature chair half an inch high was cemented to the domed¹⁵⁴⁰ back of a big, *tropical* beetle, with an elongated and down-pointing head. This lumbering beetle was close¹⁵⁶⁰ to the size of a bantam's egg, and had a habit of walking a few steps, stopping for a minute, then going¹⁵⁸⁰ on again. With the chair on its back it looked like a miniature elephant ready to bring a star performer¹⁶⁰⁰ into the ring. The next job was to place the fly in the chair, and keep it there.

This was done by putting two minute¹⁶²⁰ specks of gum against the back of the chair. Several bluebottles had been enticed into a flytrap by baiting¹⁶⁴⁰ it with stale meat. Selecting one of them I held it gently between my fingers while Andy pressed its wings against¹⁶⁶⁰ the back of the chair, where the gum held them in restraint. The fly could do nothing but wiggle its feet. The position¹⁶⁸⁰ made it appear as if it were actually seated in the chair.

The camera was ready and focused¹⁷⁰⁰ on a flat area designed to represent the floor of the arena. The beetle was taken back outside¹⁷²⁰ the camera lines to a distance *calculated* to have it walk far enough and make its *periodical*¹⁷⁴⁰ stop, in front of the camera. The dumbbell was presented to the fly.

The idea of the induced performance¹⁷⁶⁰ was simple. The fly, objecting to the restraint, waved its legs in seeking something to grasp by which it might pull¹⁷⁸⁰ itself away. The dumbbell seemed to be something that would help. Grasping a *spherical* end, the fly pulled with a treading¹⁸⁰⁰ motion of its feet. The dumbbell not only *revolved* like a spindle, but the treading motion swung the whole affair¹⁸²⁰ until the ball at the other end turned in an arc toward the fly, which *transferred* its grip in seeking a point for¹⁸⁴⁰ a strong pull. The effect was of a rapid and remarkable juggling of the dumbbell.

The fly was performing¹⁸⁶⁰ in this way when the beetle started toward the camera. The fly's performance was *marvelous*, but during several¹⁸⁸⁰ attempts the beetle stopped in the wrong place. Andy's forehead was beaded with perspiration. The film gauge on the¹⁹⁰⁰ camera showed a waste for each unsuccessful run, but at about the fifth attempt the beetle stopped almost in¹⁹²⁰ the *center of the arena*, and the fly's performance was all that could be desired. The camera purred through a¹⁹⁴⁰ long and excitedly satisfactory scene, and then, to our gasp of joy, the beetle reared on its stubby legs¹⁹⁶⁰ and carried the performer out of the scene. That perfect though *accidentally* timed exit came at a point when¹⁹⁸⁰ the gauge showed my film pretty nearly *exhausted*.

As I gently *liberated* the fly's wings from the dots of sticky²⁰⁰⁰ gum, opened my fingers, and the insect streaked away, Andy glared at me in consternation.

"He was a knock²⁰²⁰-out!" he declared. "Suppose the film isn't all right."

"They all work the same way," I insisted.

Andy was not convinced.²⁰⁴⁰ His *attitude indicated* that he blamed me for losing contact with a particularly competent fly.²⁰⁶⁰

When the film was *developed* the scene was found to be perfect and thus the first reel of the jungle *circus* was²⁰⁸⁰ completed.

The "big scene," as Andy called it, in the second reel was made by selecting film already in the files,²¹⁰⁰ and also was my idea, but prompted by Andy's suggestions to "put punch" into academic material.²¹²⁰ The idea was to produce an eating race, the contestants to be a grasshopper, a caterpillar,²¹⁴⁰ and a monkey. As the grasshopper and caterpillar had been filmed close-up, their screen images were as big²¹⁶⁰ as the monkey's. The grasshopper quickly consumed a stalk as long as himself; the caterpillar, by rapid, scissor²¹⁸⁰-like movements of its jaws entirely devoured a leaf, also as long as its body; and the little monkey²²⁰⁰ cracked the shell of an egg and lapped out its contents, making a mess of the job toward the end.

By mixing up the scenes,²²²⁰ after *introducing* the three alleged contestants, the continuity *became* really exciting. When the²²⁴⁰ grasshopper was half through his stalk, grasping it between forefeet and chewing vigorously, the monkey was flashed in,²²⁶⁰ with the eggshell bitten away to the shape of a cup. It looked like a neck and neck contest between these two until²²⁸⁰ the caterpillar *entered* the picture, the leaf more than half consumed, its jaws working rapidly.

An insert²³⁰⁰ showed the monkey in trouble, as it had accidentally squeezed and crushed the cup-like half containing the *balance*²³²⁰ of the egg and was gathering every part of this by licking its hands and dexterously darting its tongue²³⁴⁰ to both sides of its mouth. The grasshopper won the contest, with the monkey a close second.

When I projected this²³⁶⁰ sequence of scenes, Andy shouted with glee.

"You've got the idea, doc! That's the best yet."

Andy was right. There was no²³⁸⁰ need of peddling these reels. They were *disposed* of to excellent advantage, and to my surprise there were but slight²⁴⁰⁰ projecting room suggestions. When the reels were put on I dropped into the *New York Strand* one evening to see how an²⁴²⁰ audience liked my pictures. The waves of laughter that swept through the big theatre were mighty heartening, even though I²⁴⁴⁰ was a scientist producing something that wasn't *scientific*.

That was the way my film laboratory²⁴⁶⁰ was put on its feet. I was able to make extensive series of *technical* studies, then I prepared another²⁴⁸⁰ batch of comedies and with the funds continued the scientific recording. Sets of reels at last shaped up²⁵⁰⁰ for *lecturing*.

I had long *anticipated* presenting lectures with thoroughly *worthwhile* illustrations. There²⁵²⁰ was much praise about the character of the films and it was gratifying to hear the words "wonderful" and²⁵⁴⁰ "remarkable" quite generally ex-

pressed. In several large auditoriums, *however*, where there were mixed²⁵⁶⁰ audiences, I sensed a certain heaviness during the passing of an hour and a half in which I showed six reels²⁵⁸⁰ of insects, or talked solely about reptiles. The trouble seemed to be a too academic handling. I felt that²⁶⁰⁰ if *descriptions* could be simplified, the pictures would be more *interesting* to a general audience that²⁶²⁰ included many young people. But I was wrong. Andy again solved the problem, but when he presented a²⁶⁴⁰ suggestion, I wouldn't listen to him. It seemed too outrageous.

Andy had accompanied me to one of the high²⁶⁶⁰ school lectures. When it was over and we were riding back, he spoke out.

"Same old trouble, doc. Your arrangement is all²⁶⁸⁰ wrong!"

"What do you mean? Do you think I am going to lecture with animal comedies?"

"No, no," *assured* Andy. "But²⁷⁰⁰ you can't hold 'em over an hour on bugs and spiders, nor fill in that much time on frogs and snakes. Some of 'em will go²⁷²⁰ to sleep on you. What they want is *variety*!"

"What do you mean by variety? There were the habits of fully²⁷⁴⁰ twenty species of insects shown on those reels tonight. Don't you think they were interested in the way those²⁷⁶⁰ caterpillars spun their cocoons—and the *emergence* of the moths? Those were remarkable films."

"Great stuff all right, but too²⁷⁸⁰ much of it. Now if you had had a reel of monkeys, one on beavers, another on snakes, one of the bug reels and²⁸⁰⁰ so on, they'd have given you a big hand."

"You mean an animal variety show?" I demanded, angrily²⁸²⁰ gripping the wheel of the car.

"Now listen, doc, don't get sore. What mean is this. The monks act smart, but are they. The beavers²⁸⁴⁰ put it all over the monks. There you are, two reels. You show the beavers are workers and the monks plain loafers. Then²⁸⁶⁰ you show that the caterpillars put it over on the beavers by spinning in silk, and that's three reels. Then you come²⁸⁸⁰ along to your poison snakes, which think they have everything stepping, and they get knocked out in a few rounds by your²⁹⁰⁰ smart mongoose and hedgehog and *secretary* bird. That's four reels and you can easily work in another. There you²⁹²⁰ are, and as you know the whole works about these things, with a good line of talk, it'll go over strong."

I was sitting²⁹⁴⁰ stiffly erect, but not in anger. Andy had suggested an idea filled with possibilities not jarring²⁹⁶⁰ to me as a scientist.

"*Comparisons* of habits," I was muttering. "Comparisons of the habits²⁹⁸⁰ of the higher types with the lowly. The building of homes without hands. Structural work of mammals as compared to³⁰⁰⁰ the details of insect shelters, traps, and snares. *Parallelism* in habits. *Parallelism*—"

"What's that?" asked Andy,³⁰²⁰ as my thoughts had become audible.

"Wait and see," I retorted. "You'll be satisfied."

At a lecture in *New*³⁰⁴⁰ *Jersey*, with fifteen hundred in the audience, I tried out the new idea. Andy watched the show from the³⁰⁶⁰ projection booth, where, I *suspected*, he bossed the *operator*

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throughout. The lecture was a great success. I received²⁹⁰ a "big hand." We were both elated.

Despite my early *antagonism* to advice from the movie fraternity,²⁹⁰ I have come to believe that some of their suggestions are of much value, even to a scientist.²⁹² However, there are times when I revert to the *ultra-academic*, in scientific institutions, where the³¹⁰ audience will stand for it, and thus ease my conscience from lingering qualms about the Jungle Circus. (3158)

Law-Office Correspondence

From "The Law Stenographer"

By Charles E. Baten, Samuel P. Weaver,
and Raymond P. Kelley

Wilkins, Wilkins, and Broderick, Attorneys
711-713 Woolworth Building²⁰
New York, New York

Gentlemen:

Re Crystal Laundry v. Nearing

Our client in the above-entitled action⁶⁰ does not deny that he was partly responsible for the collision between his sedan and your client's⁶⁰ delivery truck, but the fact that your client's delivery man was driving without lights shows contributory⁸⁰ negligence on his part.

It is our belief that the court will not allow you the full amount of damages named¹⁰⁰ in the complaint, even if you win the case. In view of the circumstances surrounding the accident, we are¹²⁰ willing to settle today with a payment of \$200 to the Crystal Laundry.

We hope you will see¹⁴⁰ the advantage of accepting this offer and having the case dismissed.

Yours truly, (155)

County Clerk
St. Joseph County
South Bend, Indiana

Dear Sir:

I desire to have a certified copy of²⁰ the following papers on file in the matter of the estate of Albert J. Walters, deceased: will, order⁴⁰ admitting will to probate, letters testamentary.

Copies of the following papers are enclosed: will, order⁶⁰ admitting will to probate.

Will you please use these copies instead of preparing new ones? I am also attaching⁸⁰ a special form of certificate that is required in this state. It will be necessary for you to prepare¹⁰⁰ a copy of the letters testamentary and to compare all the papers and then attach this certificate¹²⁰ properly filled out.

Will you please forward me these papers at your earliest convenience? Upon receipt¹⁴⁰ of statement of your charges, I shall be glad to remit promptly.

Yours very truly, (155)

Messrs. Hardwick and Masterson, Attorneys
1721-1725³⁰ Huron Building
Atlanta, Georgia

Gentlemen:

Subject: Manley v. Perry

Replying to your⁶⁰ inquiry regarding the above-entitled action, our client is not interested in a settlement⁸⁰ out of court. Perry's promise is supported by sufficient consideration, is in the written

form required⁹⁰ by statute, and is legally enforceable. We insist upon the full \$1,285.70¹⁰⁰ due under the terms of the contract, plus all costs and attorneys' fees.

Yours very truly, (120)

By Wits and Wags

"HELLO! This is long distance. I have a call for you from Miami."

"Hello! This is Ben. Listen, Jack, I'm stranded²⁰ here and need \$100."

"I can't hear. Something is wrong with the phone."

"I want \$100."

"I can't hear⁴⁰ you."

Operator: I can hear it O.K.

"Well, you give him the \$100." (55)

"WHAT'S a pedestrian, dad?"

"A pedestrian is a person with a wife, daughter, two sons, and a car." (19)

STRUCK by the notice "Iron Sinks," in a shop window, a brilliant passer-by went inside and said that he was well²⁰ aware that iron sank. Alive to the occasion, the smart shopkeeper retaliated:

"Yes, and time flies, but⁴⁰ wine vaults, sulphur springs, jam rolls, grass slopes, music stands, Niagara falls, moonlight walks, sheep run, and holiday trips, scandal⁶⁰ spreads, standard weights, rubber tires, the organ stops, and wire stays—"

But the visitor had bolted. Collecting his thoughts,⁸⁰ however, he returned and shouted, "Yes, I know, and marble busts." (91)

"GIVE me a match, Bill."

"Here it is."

"Well, can you beat that? I've forgotten my cigarettes."

"Too bad, give me back my match." (20)

FIRST GOSSIP: How did they separate?

Second gossip: Nobody knows.

First gossip: How terrible. (17)

MAN (to boy leading a skinny mongrel pup):
What kind of dog is that, my boy?

Boy: It's a police dog.

Man: It doesn't²⁰ look like a police dog.

Boy: Nope, it's in the secret service. (31)

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